



**ELIGIBILITY
OF CALIFORNIA'S
1990 HIGH SCHOOL
GRADUATES
FOR ADMISSION
TO THE STATE'S
PUBLIC UNIVERSITIES**



**CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION**

Summary

California's 1960 Master Plan for Higher Education established significant differences in mission and function for the University of California, the California State University, and the California Community Colleges, including offering educational opportunities to somewhat different sets of California's college-going population. The Plan encouraged the University of California to set its eligibility criteria so that the top one-eighth of the State's public high school graduates would be eligible for freshman admission, while it encouraged the California State University to set its eligibility criteria so that the top one-third of those graduates would be eligible. In 1976 and again in 1987, the Legislature reviewed the Master Plan and reaffirmed these basic admissions guidelines.

Periodically, the Governor and the Legislature have asked the Commission to see how closely the current eligibility criteria of the University and State University match these guidelines. This study of the high school graduating class of 1990 is the sixth of its kind since 1961 and the fourth completed by the Commission. The report includes a discussion of the origins of the study (Part One), a description of the scope and methods of the study (Part Two), an overview of the 1990 high school graduating class (Part Three), analyses of the eligibility of 1990 public high school graduates for the California State University (Part Four) and the University of California (Part Five), an analysis of the eligibility of graduates of private high schools (Part Six), and a discussion of the implications of the findings (Part Seven).

The Commission found that the overall academic preparation of 1990 California public high school graduates had improved since the last eligibility study in 1986. Compared with their 1986 counterparts, (1) a greater percentage of 1990 graduates across all racial/ethnic groups have completed college preparatory courses, (2) a larger percentage took Advanced Placement exams, and (3) their California Assessment Program test scores were higher, as were their high school grade-point averages.

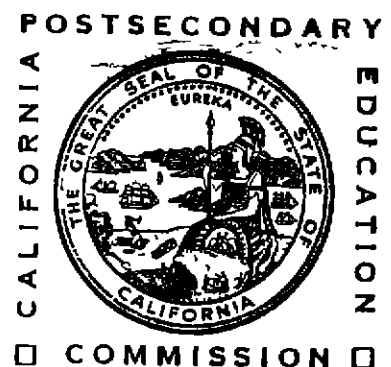
The Commission estimates that the proportion of 1990 public high school graduates meeting the California State University's admissions criteria was 34.6 percent, of which 26.2 percent were eligible on the basis of grades alone and an additional 8.4 percent were eligible on the basis of the State University's Eligibility Index. It estimates that the proportion of public high school graduates eligible to attend the University was 18.8 percent, of which 12.3 percent were fully eligible -- having met all admissions criteria -- and an additional 6.5 percent were potentially eligible -- having met the University's scholarship and subject requirements, but not having submitted the results of one or more required tests. At both universities, eligibility increased between 1986 and 1990 for both men and women and among all major racial/ethnic groups. The Commission warns against comparing public and private high schools in terms of their eligibility rates because of the many differences between their aims and clientele, but it estimates that 66.1 percent of the State's private school graduates were eligible for the State University as were 39.8 percent for the University. Finally, the Commission discusses the challenge facing the State in endeavoring to maintain its historical commitment of access to its public universities for eligible high school graduates, despite its unprecedented financial crisis.

The Commission adopted this report at its meeting of June 1, 1992, on recommendation of its Educational Policy and Programs Committee. Additional copies of the report may be obtained from the Commission's Publications Office at (916) 324-4992.

ELIGIBILITY OF CALIFORNIA'S 1990 HIGH SCHOOL GRADUATES FOR ADMISSION TO THE STATE'S PUBLIC UNIVERSITIES

*A Report of the 1990 High School
Eligibility Study*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Fifth Floor • Sacramento, California 95814-2938





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1 *Origins of the 1990 Eligibility Study*

CALIFORNIA'S public universities have had a historical commitment to providing postsecondary educational opportunities to all high school graduates who successfully complete all of the universities' freshman eligibility requirements and who choose to apply. In the late 1950s, an unprecedented surge in postsecondary enrollment demand confronted California's institutions of higher education as the baby-boom generation approached college age. A 1955 study conducted by the Committee for the Restudy of the Needs of California for Higher Education found that approximately 44 percent of public high school graduates were eligible for admission to the then California State Colleges, while about 15 percent were eligible for admission to the University of California.

Creation of eligibility-rate guidelines

In developing the 1960-1975 Master Plan for Higher Education in California, the Master Plan Survey Team reviewed enrollments in the State's higher education institutions from 1948 to 1958 and calculated a "status quo" pattern of attendance that it applied to the Department of Finance's projection of California high school graduates through 1975. The team found that using this "status quo" pattern, the number of full-time students enrolled in California public colleges and universities would nearly triple from 225,615 in 1958 to a projected 661,350 in 1975. (Fall 1975 full-time enrollments were actually 736,208.) These projections showed that the then California State Colleges and the University of California would be forced to absorb a disproportionate share of lower-division enrollment growth, compared to the then "junior colleges." In addition, this enrollment growth would be disproportionately distributed among University of California and California State College campuses, with some of them facing demand far in excess of capacity and others having unused facilities. In the opinion of the Survey Team, the further expansion of these two segments, beyond that which was already

planned was not in the best interest of the State, both because of the cost for expanding facilities and because growth in their lower-division enrollments might interfere with their ability to meet their upper-division and graduate instructional responsibilities.

During 1959-60, the Survey Team's Technical Committee on Selection and Retention of Students had reviewed the correlations between student level of preparation and their subsequent academic success in the California State Colleges and the University of California. On the basis of its findings, the Committee proposed that the percent of high school graduates eligible for each segment be reduced, with the percent for the State Colleges being the top 33½ percent of all public high school graduates and that for the University being the top 12½ percent. The junior colleges were to provide enrollment opportunities for these and all other students interested in and able to benefit from continuing their education.

The Survey Team adopted this recommendation of its Technical Committee and incorporated it into the Master Plan. While leaving the specific criteria to the discretion of the governing boards of each segment, the team urged the University and the State Colleges to tighten their eligibility criteria for freshman admission so that they selected their first-time freshmen from the top one-eighth and the top one-third of public high school graduates. The University and State University endorsed the recommendation and made it the framework for guiding their segmental eligibility criteria policies. More recently, the guidelines of the top one-eighth and one-third have been reaffirmed in both the 1976 and the 1987 reviews of the Master Plan.

Studies of the relation between recommended and actual eligibility rates

Periodically since 1960, the Governor and the Legislature have authorized evaluations of the congru-

ence between these somewhat arbitrarily set guidelines and the actual rates at which the State's public high school graduates are eligible for freshman admission under the current criteria for freshman admission at the University and the State University. The Commission's study of the Class of 1990 is the sixth such evaluation completed since approval of the Master Plan. The following section briefly summarizes the last five studies.

The 1961 Study: In its 1961 High School Transcript study, the Master Plan's Technical Committee analyzed 15,600 transcripts, representing approximately 10 percent of California's 1960-61 day and adult evening public high school graduates. Its analysis indicated that 43.4 percent of the graduates were eligible for freshman admission to the State University, as were 14.8 percent for the University. In response, the State University changed the relative weight of grade-point average and college entrance test scores in its Eligibility Index as of Fall 1965, and the University dropped three alternate means of determining eligibility that accounted for approximately 2.2 percent of the high school graduates.

The 1966 Study: In 1966, the Coordinating Council for Higher Education evaluated 21,739 high school transcripts representing 97.5 percent of all 1964-65 California public high school graduates, and generating eligibility estimates of 35.2 percent for the State University and 14.6 percent for the University. Subsequently, the State University made minor adjustments to its Eligibility Index, while the University tightened its eligibility requirements by requiring all freshman applicants regardless of scholarship (grade-point average) qualifications to submit scores from the Scholastic Aptitude Test and three Achievement Tests and reduced by half the number of required courses that applicants could repeat.

The 1976 Study: The California Postsecondary Education Commission's 1976 study included 9,965 transcripts, representing approximately 3.4 percent of the 1974-75 graduating classes from all public high schools and community college high school diploma programs, as well as General Education Diploma (GED) awards. It found that 35.0 percent of these graduates were eligible for State University

freshman admission, compared to 14.8 percent for University admission. Neither segment made immediate adjustments to their eligibility requirements in response to these findings, but, after additional analyses, the University changed its requirements three years later by adding a fourth year of English, raising the minimum grade-point average regardless of test scores from 3.1 to 3.3, and establishing its Eligibility Index that identifies qualifying combinations of grades and test scores for those with grade-point averages between 3.29 and 2.78.

The 1983 Study: For its 1983 study, the Postsecondary Education Commission analyzed 14,423 transcripts, representing approximately 5 percent of the 1982-83 graduating classes from all public regular and continuation high schools, adult schools, community college diploma programs, and private high schools. The eligibility rates for public high school graduates comparable to those computed in earlier studies were 29.6 percent for the State University and 13.2 percent for the University. In Fall 1983, approximately 6.9 percent of the public high school graduating class enrolled through regular admissions at the State University and 5.3 percent of these graduates enrolled at the University under its regular admission criteria. The 1983 study provided for the first time differential eligibility estimates for men and women separately, and for four racial/ethnic groups -- Asian, Black, Latino, and White. Because of insufficient response from private high schools, the report presented eligibility estimates for graduates from responding private high schools without the implication that these were reliable rates for all private high school graduates. In response to this study's findings, the State University lowered the minimum grade-point average accepted regardless of test results from 3.21 to 3.11 and adjusted its Eligibility Index for those with grade-point averages between 2.0 and 3.1.

Both the State University and the University made other changes in their eligibility requirements unrelated to the results of the 1983 study. The State University added course requirements in Fall 1984 -- four years of college preparatory English and two of mathematics. It also announced the expansion of these course requirements to a full complement of 15 courses effective Fall 1988. The University also added to its course requirements a third year of college preparatory mathematics, expanded approved

electives from one or two to four, required that at least seven of the 15 "a-f" courses be completed during the last two years of high school, and added a bonus grade point for honors courses in which a grade of "C" or better is earned effective Fall 1986

The 1986 study For the 1986 study, the Postsecondary Education Commission analyzed 15,973 transcripts for graduates of California's public regular and continuation high schools, adult schools, and community college diploma programs. The estimated eligibility rates for these public high school graduates were 27.5 percent for the State University and 14.1 percent for the University. In Fall 1986, the State University enrolled 7.6 percent of the public high school graduating class through regular admissions while the University enrolled 6.3 percent of these graduates through its regular admission process. Eligibility rates for subgroups comparable to the 1983 study were also computed. This study did not include private high school graduates because of the low response rate from these schools in 1983.

In response to that study's results, the State University once again adjusted its eligibility criteria, lowering the minimum grade-point average accepted regardless of test scores to 3.0 and revising its eligibility index for those with grade-point averages between 2.0 and 2.99. In addition, the State University decided to phase in the full complement of 15 required courses such that in 1990 a student could be eligible by completing at least 12 of the 15 courses. The University made no adjustment in its eligibility criteria between 1986 and 1990.

Impetus for the 1990 study

The results of these studies have occasionally spurred adjustments in the eligibility criteria of the State University and the University. In addition, these institutions have implemented changes in their eligibility criteria independent of these evaluations based on other educational policy imperatives. The primary purpose of this report, like that

of its predecessors, is to provide the most current information available about student eligibility for the two universities, placing it both in a historical context as well as understanding its vital role in planning educational policies for the rest of the decade.

In the 1990s, California is once again posed on the verge of a surge in demand for postsecondary enrollment opportunities. Over the next 10 years, K-12 enrollment is expected to grow by 2 million students -- a 41 percent increase. The number of public high school graduates is projected to increase by nearly 50 percent. Participation in postsecondary education is also expected to increase by 700,000 students by the year 2005. Concomitantly, the shift in the ethnic composition of these graduates toward an increasingly diverse group continues. An increasing proportion of students will have been raised in homes in which English is not the dominant language. Providing postsecondary educational opportunities for these students is essential to the maintenance of an informed, productive, and socially stable citizenry fundamental to an economically viable and culturally vibrant society.

The 1990 eligibility study provides a detailed analysis of the academic characteristics of California's 1990 high school graduating class in light of the current freshman eligibility requirements in effect for Fall 1990 at the University of California and the California State University. The data available from this study provide the State's educational policy makers a valuable tool in assessing the likely impacts of alternative educational policies related to admission and enrollments at the freshman level in light of the burgeoning college-age population and its changing demographic characteristics. This information plays a fundamental role in a wide variety of policy analyses undertaken by the Commission, particularly in the areas of equity, growth, and review of special programs. The Commission plans to issue a series of reports on student flow throughout this year culminating in a major policy statement in November 1992 which will be informed not only by the work in the area of student flow but also the Commission's work on the finances of higher education.

2 *Scope and Methods of the 1990 Study*

IN THE 1990-91 Budget Act, the Governor and the Legislature directed the Commission to determine the current rates at which California's public high school graduates achieve eligibility for freshman admission to the California State University and the University of California in light of the guidelines established in the 1960 Master Plan for Higher Education. The State augmented the Commission's budget in order to permit the Commission to undertake eligibility studies every four years. Following approval of the 1990 Budget, a number of mandatory cuts to the Commission's base budget have seriously eroded its resources for conducting these studies, placing the probability of future studies in serious question. Fortunately, the Commission had enough resources to acquire the basic data for the 1990 study from California's high schools, but it would not have been able to complete the study without the generous assistance of the California State University and the University of California, which agreed to bear the costs of analyzing the data without current-year reimbursement.

Scope of the study

The 1990 eligibility study provides reliable estimates of the percentage of public high school graduates who fulfill the eligibility criteria for Fall 1990 freshman admission to the California State University and the University of California. Like its two most recent predecessors in 1983 and 1986, it also includes analyses of variations in eligibility rates across several groups of students -- between men and women, among various racial/ethnic groups, and among students in various geographic regions.

Because the current study's design replicates the scope of these earlier studies, it allows for analyses of changes in student eligibility over time. It also contains sufficiently detailed information about students' academic performance while in high

school to allow for analyses of changes in certain academic preparation areas, such as college preparatory course completion, grade-point averages, and college admission test results.

The 1990 study analyzes the eligibility of California private high school graduates as well as those from public high schools. The Commission collected data from some of California's private high schools in the 1983 study, but their overall response rate was too low to generate reliable estimates. Due to time and budget constraints on the 1986 study, its study design excluded private high schools. Nonetheless, these schools prepare a significant proportion of California's first-time freshman population. While private high school graduates comprised only 8.8 percent of all California 1990 high school graduates, they made up 14.2 percent of freshmen who enrolled at the State's two public universities in Fall 1990. Many private schools view college preparation as their primary mission, and the demand for postsecondary educational opportunities generated by their graduates is an important component in understanding the enrollment pressures within the public higher education sector. However, because the eligibility guidelines in the Master Plan refer only to *public* high school graduates, the Commission will report the results pertaining to private high schools in their own separate section -- Part Six -- of this report.

The 1990 study has occurred at a particularly critical time in California's history, when sufficient State resources may not be available to accommodate the increased demand by students for admission. The detailed information it contains about students' academic preparation differentiated by student characteristics and geographic region provides an excellent tool for understanding changes occurring in students' academic characteristics and in changes in the actual enrollment patterns of eligible graduates.

Methods of the study

The eligibility rates presented in this report are the estimated percentages of California high school graduates in the academic year 1989-90 who were eligible for the California State University and the University of California. A student must have completed the graduation requirements specified by the school district or passed the California High School Proficiency Exam (CHSPE) and been designated as a graduate to be included in this study. The estimates in this report are based on a 5.8 percent sample of these graduates.

In order to obtain the information needed for this study, the Commission contacted every public high school that had at least one graduate in 1988-89 and every private high school that had at least five graduates that year. The reason for the higher limit for private high schools was to restrict that analysis to schools most likely to be offering a full curriculum consistent with courses offered in the State's public high schools.

In May 1990, the Commission sent high school principals and school district superintendents a letter announcing the implementation of the 1990 Eligibility Study. In August, the Commission staff sent a packet of instructions and forms to the high schools. The packets contained detailed directions on how school personnel should select the random sample of high school graduates' transcripts from their pool of 1989-90 graduates. The sampling rate varied from school to school based on the size and ethnic composition of their graduating class. The proportions of transcripts selected from schools with large enrollments of Black and Latino students were larger than those selected from the remaining schools except if the school was very small -- 50 or fewer graduates. This procedure ensured adequate size samples of transcripts for graduates from the major racial/ethnic groups to allow the computation of reliable eligibility estimates for each subgroup while limiting the size of the overall sample to a workable and affordable level. (In calculating the subgroup estimates, the Commission has used standard statistical techniques to ensure that the information for each graduate and each high school accurately reflects its actual weight in the entire population.)

The Commission provided the schools with a "Supplemental Student Information Form" for each stu-

dent in their samples to ensure that schools included essential data about the students with their transcripts. These data were the student's gender, ethnic group, birth date, and the results of any college admission examinations completed. The Commission asked the schools to return the list of graduates used to identify the sample so that Commission staff could verify that the sample had been selected correctly.

Contacts with the schools yielded a usable response from 91.3 percent of the public high schools that included 95.1 percent of the State's 1989-90 graduating class. Of the private high schools, 70.6 percent responded representing 84.9 percent of 1989-90 private high school graduates. Display 1 presents the final school participation rates for this study. These rates are comparable to those achieved for the 1983 and 1986 studies.

DISPLAY 1 Number of Schools and Students Participating in the 1990 Eligibility Study by Type of Institution

Schools

Type of School	Total Number	Number Responding	Percent Responding
Public	1,231	1,124	91.3%
Private	360	254	70.6

Student Transcripts

Type of School	Transcripts Requested	Transcripts Received	Percent Received
Public	14,338	13,641	95.1%
Private	1,883	1,598	84.9

Source: California Postsecondary Education Commission

Analysis of transcripts

The 1,378 responding schools submitted to the Commission 15,239 student transcripts systematically selected to assure an unbiased sample. Commission staff reviewed each school's set of transcripts in light of its sampling instructions to verify compliance with the random sampling procedures. After removing all personally identifying information from the transcripts, the Commission staff sent copies of the transcripts to the systemwide offices of

the State University and the University for evaluation. Regular admission evaluators of each system submitted these transcripts to the same admission analysis that they would have undertaken for first-time freshmen applying for Fall 1990, including a review of the course work completed, scholastic achievement as denoted by grade-point averages, and college entrance examination scores. Based on these analyses, the segments classified each transcript in the sample as "eligible" or "ineligible" based on the regular eligibility criteria for first-time freshman admission in Fall 1990 at each segment. Display 2 below presents these criteria for the University and the State University.

As that display illustrates, high school graduates may achieve eligibility for admission to the Califor-

nia State University and the University of California through a variety of means, including grade-point average alone, selected combinations of grades and test scores, or -- in the case of the University of California -- college entrance examination scores alone. For the purpose of this study, the Commission and the segments employed a policy of "demonstrable eligibility" in arriving at the eligibility determinations. Under this policy, only those graduates whose high school transcripts indicated that they satisfied all applicable segmental subject-area, scholastic, and examination requirements were deemed eligible for admission.

For most high school graduates who took a college entrance examination, the results of these tests appeared on the students' transcripts or were entered

DISPLAY 2 *Freshman Eligibility Criteria for California Residents at the University of California and the California State University, 1983, 1986, and 1990*

Admission Requirements	University of California			The California State University		
	1983	1986	1990	1983	1986(a)	1990(b)
High School Diploma	Yes	Yes	Yes	Yes	Yes	Yes
Subject Area Requirements (year course)						
a. History	1	1	1	None	- 0 -	1
b. English	4	4	4	None	4	4
c. Mathematics	2	3	3	None	2	3
d. Laboratory Science	1	1	1	None	- 0 -	1
e. Foreign Language	2	2	2	None	- 0 -	2
f. Visual/Performing Arts		*	*	None	- 0 -	1
g. Advanced Courses/Electives	1 or more	4	4	None	- 0 -	3
*Some Visual/Performing Arts courses are approved electives at UC						
Scholarship Requirement - Minimum grade point average (GPA)	2.78 in "a-f" courses	Same	Same	2.0 in all courses	Same	Same
Examination Requirement	SAT/ACT and 3 CB Achievement Tests	Same	Same	No SAT/ACT required if GPA greater than 3.2	No SAT/ACT required if GPA greater than 3.1	No SAT/ACT required if GPA 3.0 or better
Scholarship/Examination Requirement	GPA between 2.78 and 3.29 with qualifying test scores on University's Eligibility Index	Same	Same	GPA between 2.0 and 3.2 with qualifying test scores on State University's Eligibility Index	GPA between 2.0 and 3.1 with qualifying test scores on State University's Eligibility Index	GPA between 2.0 and 2.99 with qualifying test scores on State University's Eligibility Index
Entrance by Examination	SAT total of 1100 or ACT composite of 27 and Achievement test total of 1650, minimum of 500 on each	Same	Same	None	None	None

a. Regular admission on condition with five of the six units required in English and mathematics.

b. A minimum of 12 courses that must include three years of English and two years of mathematics for regular admission.

Source: University of California and California State University admission packets.

on student supplemental information forms. However, students' scores may have been missing from their high school record for one of several reasons: (1) some students take the test following graduation, (2) others fail to provide their high schools with their scores; and (3) some high schools do not maintain test result files for their graduates. As in the previous two studies, to ensure more accurate estimates of eligibility, the Commission staff contacted the College Board and the American College Test Program for assistance in locating the test scores of students in the sample who had taken the Scholastic Aptitude Test or the American College Test. With their assistance and using procedures that protected the confidentiality of individual student information, the Commission was able to obtain test results available for graduates in the sample for use in determining their eligibility statuses.

If a transcript did not contain all the information needed to demonstrate a graduate's eligibility -- such as that the graduate had taken all of the required tests -- the graduate was judged to be ineligible, except in the following two types of cases:

- 1 *Entrance test scores missing for some graduates.* The University of California requires all freshman applicants to take a national college entrance examination -- either the Scholastic Aptitude Test or the American College Test -- and three College Board Achievement Tests. The University and the Commission deemed those graduates in the sample who had grade-point averages of 3.3 or greater but were missing some or all of their test scores as potentially eligible, if they met all other admission requirements. Similarly deemed potentially eligible were graduates with grade-point averages between 2.78 and 3.29 in their "a-f" courses whose test scores qualified them for admission but who

were missing one or more of their Achievement Test scores, as long as they met all other admission requirements. Including these sets of potentially eligible graduates as part of the pool of graduates eligible for the University was a study policy established at the time of the 1983 Eligibility Study and continued for the 1986 and 1990 studies.

- 2 *Transcripts with missing or illegible course information.* In a few instances, students' academic records were improperly copied resulting in some course information -- most typically twelfth grade information -- not being available. In those cases where the available information was sufficient to determine the student's eligibility or project the likely nature of the missing information, segmental evaluators completed the evaluation. If the missing information was critical to the determination of the student's eligibility and the available information was insufficient for estimating that information, the transcript was deleted from the study.

Subgroup calculations

Eligibility estimates were computed for the same student subgroups for which estimates were generated in the 1983 and 1986 studies -- an overall statewide rate for each segment, separate rates for men and women, for Asian, Black, Latino, and White graduates, and for each of eleven geographic regions of the State. For subgroup analyses, estimates were considered to be sufficiently reliable if they had a precision level of 3.0 percent or less. Display 3 below shows the categories of students for which eligibility estimates were computed. Because of the size of the sample for private schools, eligibility estimates could only be computed over-

DISPLAY 3 *Subgroups for which 1990 Eligibility Estimates were Developed*

<u>School Type</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Asian</u>	<u>Black</u>	<u>Latino</u>	<u>White</u>
Public	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Private	Yes	Yes	Yes	Yes	No	Yes	Yes

*Pending further data analyses.

Source: California Postsecondary Education Commission.

all, for men and women, and for Asian, Latino, and White graduates.

Observations and caveats about interpreting the estimates

The Commission asks that readers take the following eight issues into account in interpreting the results of the study.

Eligibility rates have been estimated from sample data

The eligibility estimates in the following chapters are based on information obtained for a sample of California's high school graduates' transcripts as described above. To compute an actual statewide eligibility rate, the eligibility status of every graduate would need to be included in the computation. While this procedure is not realistic, fortunately the use of standard sampling procedures provides a means for developing reliable estimates of eligibility rates based on information from a sample of graduates' transcripts. However, because the estimates are based on a sample, they are not precisely accurate. Standard statistical procedures also include a means of computing the level of precision of these estimates. The precision level provides an upper and lower boundary within which the eligibility rate probably occurs. For example, the range for an eligibility estimate of 12.5 with a precision level of ± 0.7 of a percentage point is 11.8 percent to 13.2 percent, while the range for an eligibility estimate of 30 percent with a precision level of ± 1.5 percentage points is 28.5 percent to 31.5 percent.

Precision levels vary by sample group size

The magnitude of a precision level depends on the sample size and on the level of confidence determined as appropriate. All eligibility estimates appearing in this report have a confidence level of 95 percent. However, each eligibility estimate has a different precision level depending on the size of the sample used. A variety of formulas exist for computing sample precision depending on the assumptions about the nature of the sample. For this

study, the Commission staff applied the standard formula for a stratified random sample.

Nonresponding schools are not included in the estimated rates

The Commission staff applied various statistical adjustment procedures to the sample obtained from the high schools prior to computing the eligibility estimates. These procedures conform with accepted statistical standards and were undertaken in order to (a) verify the integrity of the graduate sample, and (b) adjust for differences in sampling rates for those schools that did participate. Nonetheless, while eligibility figures presented in this report represent very reliable statewide estimates developed on the basis of standard statistical methods, because they are based only on the information provided by the responding schools, they probably differ slightly from estimates that would have been obtained if all high schools had participated.

Care is required in generalized use of the study's findings

The 1990 sample of the State's high school graduating class yields findings with sufficient accuracy and reliability for use in State-level and segmental planning, but these same findings may not be relevant for regional, district, or local campus planning -- particularly where such planning involves small subsets of the statewide student population. Institutional policy makers should consider the applicability of the findings presented in this report carefully prior to employing them in institutional policy analysis and development, and these guidelines and caveats should enter into that consideration.

Rates for some racial/ethnic groups are not reported

Reliable eligibility estimates for public high school graduates have been computed overall, for men and women and for Asian, Black, Latino, and White graduates. Insufficient numbers of Filipino, Pacific Islander, and Native American graduates appeared in the sample to allow for the computation of reliable estimates for these groups. However, students

from these groups are included in the calculation of the overall and gender estimates.

*Smaller subgroups' estimates
have larger precision levels*

Because of smaller sample sizes for subgroup estimates, the eligibility estimates for these subgroups involve somewhat larger precision levels than for the overall statewide estimate. Any subgroup estimate that has a precision level greater than 3 percentage points was considered unreliable and is noted as such.

*Care is needed in interpreting
rate changes over time*

While the design of the 1990 study purposefully replicated that of the 1983 and 1986 study in order to facilitate comparisons across time of the effects of

changing eligibility criteria on student eligibility, the samples for each study are unique, and the differing characteristics of the samples and the student populations must be considered carefully when discussing these effects

*Comparisons of public and private
high school rates are inaccurate*

Private high schools, being outside the public domain, are less compelled than public schools to participate in studies of public educational policies. Thus, information was less readily available about these high schools and their graduates than about public schools. The small numbers of private high school graduates in the sample make their estimates less precise. For these reasons, direct comparisons between public school and private school eligibility rates should not be made

3

Characteristics of the Class of 1990

INFORMATION about California's 1990 high school graduating class forms a fulcrum for examining educational trends. The students in this class were enrolled in sixth grade at the onset of the major educational reform efforts in 1983. Investigation of their educational experiences should provide some insights on those efforts. In addition, information about this class can provide a springboard for projecting trends in student characteristics through the rest of this century.

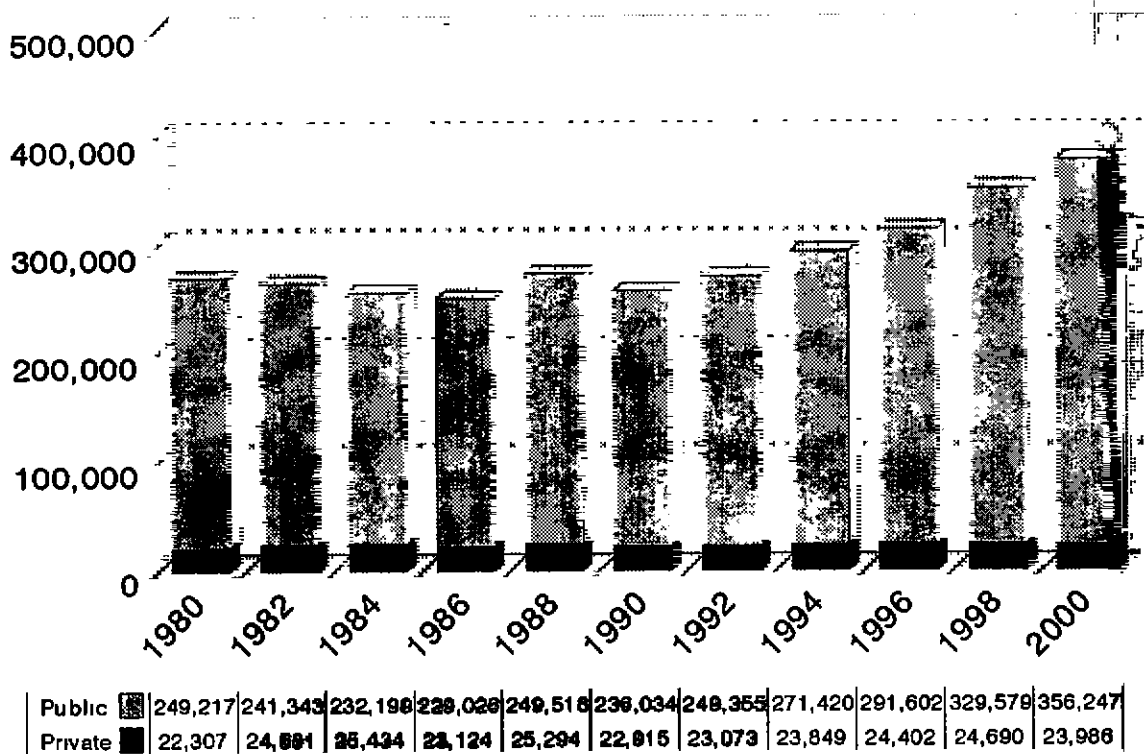
While the 1990 eligibility study provides a detailed look at the academic preparation of a representative sample of this class, understanding some of the major population characteristics of this class is important to discerning the implications of the study's

results. As a consequence, in this section of the report, the Commission describes the Class of 1990 and notes how it is both similar to and different from those both before and after it.

Demographic characteristics

In 1990, California's public high schools graduated 236,291 students. Another 22,915 students graduated from the State's private high schools. As Display 4 below indicates, the number of graduates in 1990 is quite similar in size to the graduating classes over the last decade. In comparison to the Class of 1986 -- the basis of most of the historical

DISPLAY 4 *Number of Graduates of California Public and Private High Schools Biennially, 1980 Through 1990, and Projected 1992 Through 2000*



Source: Projections for 1992-2000 from the Demographic Research Unit, State Department of Finance

comparisons made in this report -- it is about 5 percent larger. Projections by the Department of Finance's Demographic Research Unit show that the size of the graduating class will increase at a rapid rate throughout the 1990s. By the year 2000, the graduating class will be 50 percent larger than the Class of 1990.

Type of school attended

Interestingly, this projected growth is expected to be almost exclusively in public school enrollments. The Department of Finance projects virtually no change in the number of private high school graduates for the rest of this decade. This trend originated in 1986 when the proportion of graduates from private high school began its decline from a high of 10.2 percent to its level in 1990 of 8.8 percent. By the year 2000, these graduates are expected to comprise only 6.3 percent of all high school graduates. This trend is consistent with historical trends during periods of economic downturns. Should there be a major economic recovery in the latter part of this decade, these proportions will likely understate private high school graduates' representation.

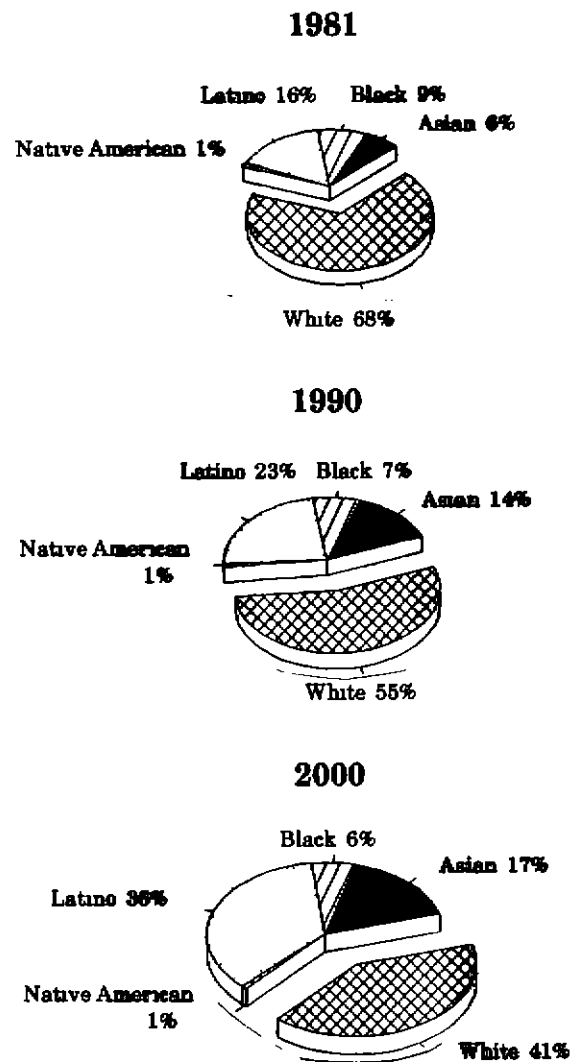
Ethnic diversity

The Class of 1990 is the most ethnically diverse group of students to ever graduate from California's public high schools, as Display 5 clearly illustrates. Since 1980, the representation of White students has declined 16 percent, while the representation of Latinos has increased 27 percent and Asian representation has increased 73 percent.

This trend toward greater ethnic diversity within the graduating class which began to pick up real momentum in the 1970s will only accelerate over the remainder of this decade. By the year 2000, the representation of White students is projected to be 40.8 percent, a figure only slightly larger than that of Latino graduates, who are expected to comprise 35.9 percent of all graduates. The representation of Asians is also expected to increase substantially to 16.7 percent while Black representation will decrease to 5.8 percent.

This dramatic change in the racial/ethnic composition of California's public school population also brings an expansion of instructional challenges, as growing percentages of these students come from

DISPLAY 5 Racial/Ethnic Composition of California's Public High School Graduating Classes, 1981, 1990, and Projected 2000



Note. The Asian category includes Filipinos and Pacific Islanders.

Source. 1981 and 1990 data from the California Department of Education. 2000 projection from the Demographic Research Unit, State Department of Finance.

homes in which English is not the primary language. Since 1983, the proportion of limited English proficient students in grades 9 through 12 increased from 6.9 percent to 12.9 percent in 1990 -- an 87 percent rise. As the proportion of these students in kindergarten through grade 3 was already 24.4 percent in 1990, the proportion of high school

students who have limited English proficiency can be expected to continue to increase

Academic preparation of the graduates

In this dynamic and challenging environment, educational policy makers have sought to improve the quality of K-12 instruction and the academic performance of students. Beginning in 1983 with the passage of SB 813 and reinforced through other legislation over the remainder of the 1980s, these efforts included strengthening of high school graduation requirements, lengthening of the school day and school year, increasing teachers' salaries, improving school and district accountability, providing more consistent student counseling, and encouraging students' participation in more rigorous coursework and in standardized college admission examinations

Information available from the State Department of Education and the College Board indicate that these efforts have indeed had an impact on the academic preparation of the Class of 1990, as measured by completion of a college preparatory course pattern as defined by the University's "a-f" requirement, Advanced Placement examination participation, California Assessment Program achievement, and college admission test participation and performance. This section discusses each of these indicators separately below before turning to a comparison of changes in graduates' grade-point averages over time as estimated from eligibility study data

College preparatory course completion

California's high schools reported to the State Department of Education that the proportion of their graduates who enrolled in a complete "a-f" curriculum as prescribed by the University's freshmen admission course requirements increased from 26.0 percent in 1986 to 31.4 percent in 1990 -- a 21 percent increase. This change in students' course participation is even more dramatic for some racial/ethnic groups, as Display 6 on page 14 reveals. Participation of Black graduates in a full college preparatory curriculum in public high schools grew by 37 percent -- from 18.5 percent in 1986 to 25.4 percent in 1990. Asian participation increased by

only 15 percent but their participation rate in 1990 was an impressive 48.2 percent. On the other hand, participation by Latino graduates increased 20 percent -- from 16.2 percent to 19.5 percent, while White participation also rose 20 percent -- from 27.7 percent to 33.2 percent.

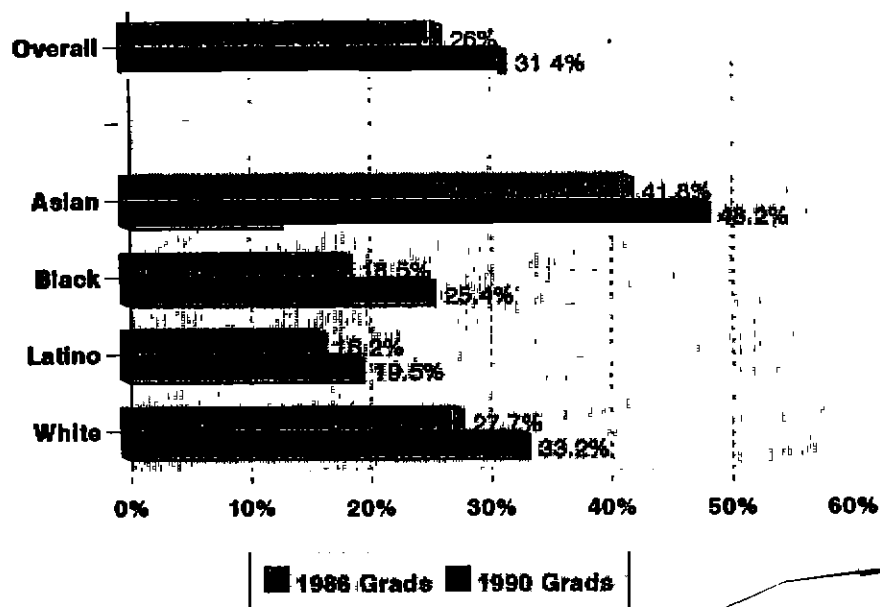
Advanced Placement examination participation

According to the College Board, the participation of California high school students in Advanced Placement courses is at an all time high. Advanced Placement course participation can count as an honors course that earns students an additional grade point for that course if they earn a "C" or better. Thus, an "A" earns 5 grade points instead of the usual 4, whereas a "C" earns 3 grade points instead of 2.

Of California's 1989-90 public high school graduates, 23,533 participated in Advanced Placement examinations as twelfth graders -- an increase of 48 percent over the 15,909 graduates who participated in 1986, as shown in Display 7 on page 14. Students from underrepresented groups -- Black and Latino students specifically -- have improved their participation in these examinations as well. Latino students showed the largest gains, increasing the number of graduates participating from 1,206 in 1986 to 3,399 in 1990 -- an increase of 182 percent. In 1986, 356 Black graduates participated in Advanced Placement exams. By 1990, they had increased that number to 567 graduates -- a rise of 59 percent. Asian graduates increased their participation in those exams from 3,150 in 1986 to 6,475 in 1990 -- a 106 percent growth over the four years.

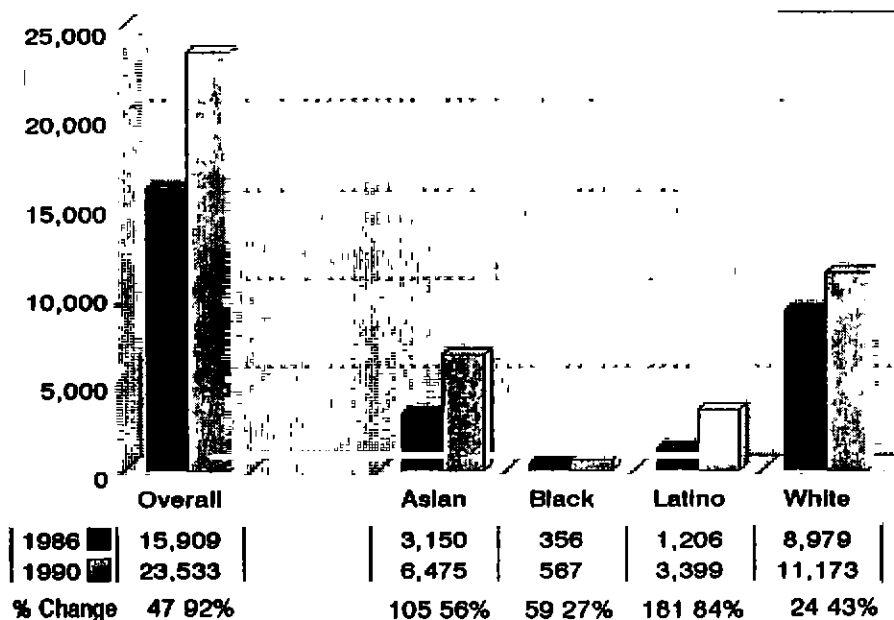
While Black and Latino students have made substantial gains in taking Advanced Placement courses, their overall participation levels continue to lag behind White and Asian students, as Display 8 on page 15 indicates. Approximately 20 percent of Asian graduates and 8.7 percent of White graduates take Advanced Placement exams during their senior year, compared to only 6.2 percent of Latino graduates and 3.2 percent of Black graduates. While Asian graduates only comprise 14 percent of the graduating class, they account for 30 percent of all Advanced Placement exams, and, in calculus, they account for 51 percent.

DISPLAY 6 Percentages of California Public High School Graduates Completing "A-F" Course Requirements for Admission to the University of California, by Racial/Ethnic Group, 1986 and 1990



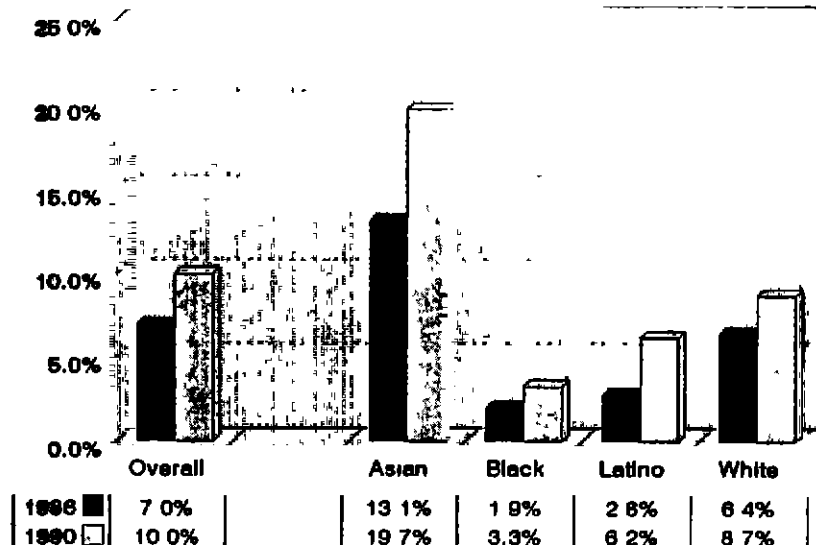
Source California Department of Education

DISPLAY 7 Number of Public High School Twelfth Graders Participating in Advanced Placement Examinations, by Racial/Ethnic Group, 1986 and 1990



Source California State Department of Education

DISPLAY 8 *Percent of California Public High School Twelfth Graders Participating in Advanced Placement Examinations by Racial/Ethnic Group, 1986 and 1990*



Source: The College Board, 1986 and 1990

California Assessment Program achievement

Twelfth graders in California's public high schools participated in the California Assessment Program's (CAP) testing program in reading and mathematics through the 1990 year. Between 1983 and 1990, scores of twelfth graders improved substantially in these two subject areas, as Display 9 on page 16 indicates. Average CAP reading scores improved 9 points, while average CAP math scores increased 24 points. As noted, an improvement in math scores of that magnitude indicate that twelfth graders' math proficiency has increased one grade level, while their proficiency in reading has improved approximately half a grade level.

College admission test participation and performance

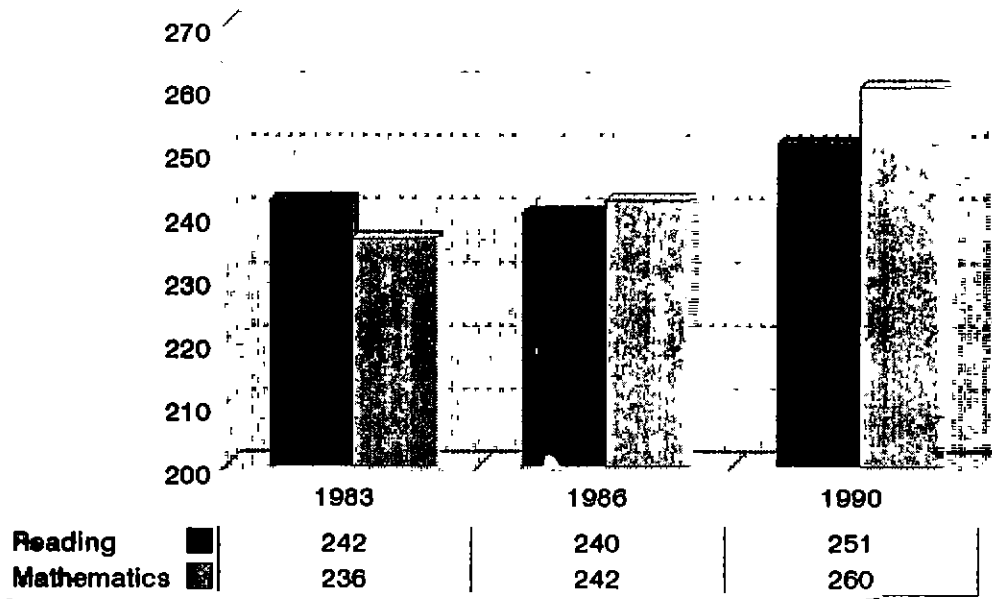
Another facet of California high school students' behavior that bears on their eligibility for university admission is their participation in, and performance on, college admission examinations -- the Scholastic Aptitude Test (SAT) or the American College Test (ACT). However, data are not available on the participation of California's public high school

graduates on these exams differentiated from private high school graduates. Because of the way the data are aggregated, it is impossible to ascertain accurately changes in participation of any particular group, such as public high school graduates.

As Display 10 shows, the number of Scholastic Aptitude Test takers in California increased between 1984 and 1990, even though there was relatively no change in the size of the high school graduating class. Increases in participation rates were particularly great for students from certain racial/ethnic groups. The relative participation rate of Asian participants increased 45 percent between 1984 and 1990 while that of Latino graduates grew by 67 percent and Black graduates' participation rose by 41 percent. The participation rate of White graduates increased only 5 percent during this period.

The number of California students participating in the American College Test (ACT) is much smaller than those taking the SAT -- 17,938 compared to 112,577 taking the SAT in 1990. However, the number of students taking the ACT has grown substantially over the last five years. Overall, the number of ACT takers increased 65 percent -- from 10,658 in 1985 to 17,542 in 1990. Changes in the numbers of these participants are even more dra-

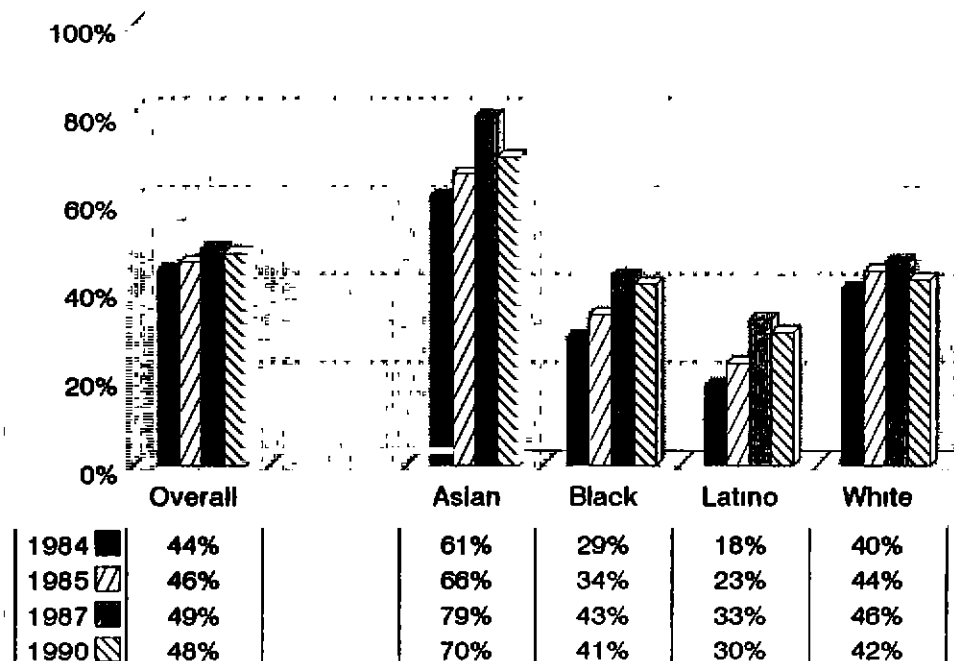
DISPLAY 9 *Twelfth Grade Reading and Mathematics Test Results in the California Assessment Program, 1983, 1986, and 1990*



Note A 25-point change in reading is equivalent to one grade level, as is a 20-point change in mathematics

Source California Department of Education

DISPLAY 10 *Scholastic Aptitude Test Takers in California as a Percent of California Public High School Graduates, by Major Racial/Ethnic Group, 1984, 1985, 1987, and 1990*



Source Data from The College Board and the California Department of Education.

matic for some subgroups. The number of Latino participants jumped by 255 percent, that of Asians grew by 135 percent, and that of Blacks rose by 106 percent, while the increase in White students taking the ACT was only 29 percent.

Change in total SAT scores from 904 in 1985 to 903 in 1990 implies that SAT scores had little impact on students achieving eligibility for the State University and the University. However, changes in average SAT scores for certain subgroups, as illustrated in Display 11 do suggest that their eligibility rates are likely to be affected by changes in their SAT performance. Total SAT scores for Asians increased from 890 in 1985 to 907 in 1990, while those for Black students rose from 741 to 759 and those for White students grew from 951 to 958, while scores for Latinos declined from 803 to 799

A comparison of ACT composite scores over this period is inhibited by a major change in the nature of the ACT exam that occurred in 1990, making that year's score noncomparable to the 1985 scores. Relative to the overall average performance on this test in 1990, however, Black ACT test-takers have improved their performance substantially, while

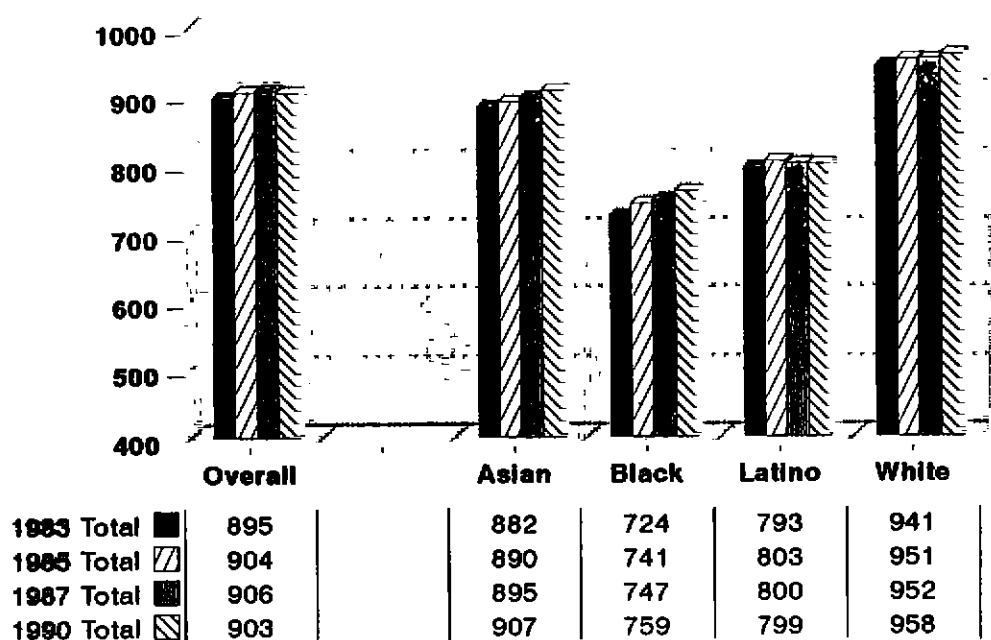
Latinos' relative performance has declined slightly -- undoubtedly due to the enormous expansion in participation by Latino students on the ACT.

Statewide student grade-point averages

No population data are available for graduates' scholastic achievement, as measured by their grade-point averages. However, since the 1983 eligibility study, statewide grade-point averages have been computed based on the studies' sample populations. Graduates' scholastic achievement, as measured by their grade-point averages, has improved statewide and for graduates from each major racial/ethnic subgroup except for Latinos which remained constant

	1983	1986	1990
All Graduates Statewide	2.62	2.60	2.68
Asian Graduates	2.96	2.96	3.11
Black Graduates	2.26	2.29	2.33
Latino Graduates	2.42	2.44	2.44
White Graduates	2.69	2.65	2.74

DISPLAY 11 *Total Mean Scores of Scholastic Aptitude Test Takers in California, by Major Racial/Ethnic Group, 1983, 1985, 1987, and 1990*



Source: Data from The College Board

This reported grade-point average is computed on the basis of grades in all courses completed in the tenth, eleventh, and twelfth grades except for physical education and military science

Summary

This part of the report has presented an overview of the Class of 1990 based on information available about the overall population of high school graduates. In general, all indices of graduates' academic performance examined in this chapter -- college preparatory course completion, Advanced Placement examination participation, California Assessment Program achievement, and college admission test participation and performance -- have improved both for the total public school high graduating class and for most racial/ethnic groups between

1986 and 1990. While this information is very helpful in developing a broad understanding of the trends in graduates' academic preparation, it does not provide sufficient detail to understand the interaction of these various components of students' achievement as they relate to graduates' eligibility for admission to the State's public universities.

The concept of eligibility integrates several individual indicators into a complex, summative measure of graduates' academic preparation for admission to the public universities in California. The 1990 Eligibility Study was undertaken in an effort to develop a more precise understanding of graduates' eligibility. The study examines in a detailed and comprehensive manner the interaction of graduates' academic behaviors described above as they relate to the eligibility criteria in effect in Fall 1990 for freshman admission to the California State University and the University of California.

4

Eligibility of California's 1990 Public High School Graduates for the California State University

IN THIS PART of the report, the Commission presents the major findings of its 1990 Eligibility Study on the eligibility of California's public high school graduates for freshman admission to the California State University. It first describes the overall statewide eligibility estimate for the State University for 1990 and contrasts that finding with the 1986 and 1983 rates. It then presents the rates for men and women, separately, and for graduates from four major racial/ethnic groups -- Asian, Black, Latino, and White. It next examines the specific patterns of the 1990 high school graduates' academic performance as they relate to achieving eligibility for the State University. It concludes with an examination of 1990 eligibility rates for the State University of graduates from 11 geographic regions of California.

Estimated eligibility for the California State University

The Master Plan for Higher Education recommends that the State University establish its freshman eligibility criteria such that the top one-third of the public high school graduating class would be eligible to enroll as freshmen. In Fall 1990, California's high school graduates could achieve eligibility for freshman admission to the State University by completing 12 units of college preparatory courses, including at least three years of English and two years of mathematics, and then by either (1) earning an overall grade-point average of 3.0 or greater in their tenth, eleventh and twelfth grade courses, excluding physical education and military science, or (2) earning an overall grade-point average between 2.0 and 2.99 and having college admission test scores that qualify on the State University's "Eligibility Index" -- a weighted ranking of grade-point averages and college entrance examination scores such that the lower students' grade-point averages, the higher they must score on an admissions test to be eligible.

Eligibility of all graduates

Display 12 on page 20 shows the estimated percentage of all 1989-90 public high school graduates who met either of these two eligibility criteria, compared to those for 1982-83 and 1985-86 graduates. Also presented in this display are the estimated eligibility rates for men and women in each of those three years.

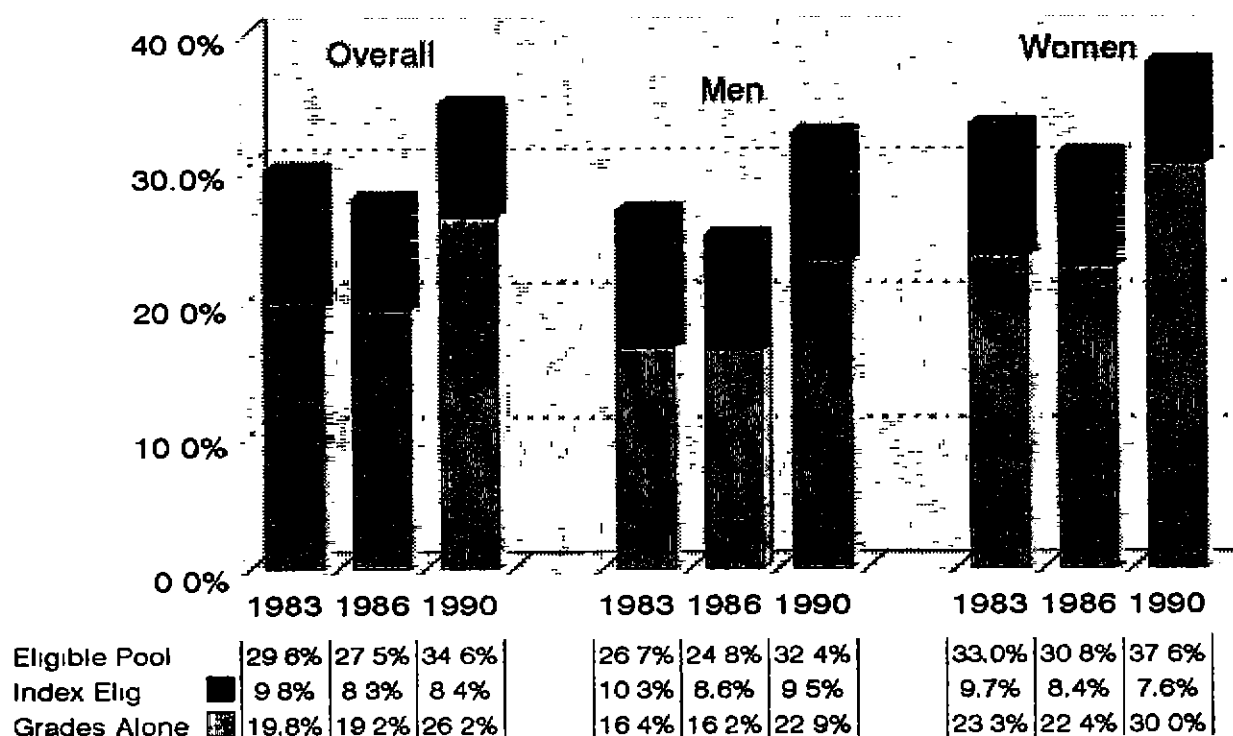
The overall eligibility of California's 1990 public high school graduates for freshman admission to the California State University is 34.6 percent. This is a 7.1 percentage point increase over the eligibility rate estimated for 1986 graduates of 27.5 percent -- a 26 percent increase over the last four years -- and a 17 percent increase over the 1983 rate of 29.6 percent.

This 1990 estimate is based on 13,641 useable student academic records -- 5.8 percent of the public high school graduating class. The precision of the estimate is 0.82 percent, which is consistent with the precision levels achieved in the last two eligibility studies. This precision level generates a probable range for the estimate of between 33.76 and 35.44 percent.

In response to the findings of the 1986 study, the State University made an administrative adjustment to its eligibility criteria. It lowered the minimum grade-point average needed for eligibility by grades alone from 3.11 to 3.0 and it lowered the test scores needed to qualify for admission by those with grade-point averages between 2.0 and 2.99. It expected this change to increase its pool of eligible high school graduates.

In a separate action, the State University raised the number of courses required for freshman admission from a minimum of five college preparatory courses -- three in English and two in mathematics -- to a minimum of 12 out of 15 units of a comprehensive pattern of college preparatory courses. The State University's pattern of course requirements is very similar to the University's "a-f" course require-

DISPLAY 12 *Percent of California Public High School Graduates Eligible for Freshman Admission to the California State University by Category of Eligibility and Gender, 1983, 1986, and 1990*



Source California Postsecondary Education Commission.

ments. It expected that this change would cause a decrease in the size of its pool of eligible high school graduates.

The substantial increase in the size of the State University's eligibility rate from 27.5 percent in 1986 to 34.6 percent in 1990 suggests that the improvements in graduates' academic behavior during high school were more than sufficient to adequately prepare them for State University's more stringent course requirements in Fall 1990.

Eligibility of men and women

Consistent with the findings for the last two eligibility studies, men and women graduates of the State's public high schools in 1990 achieved eligibility for the State University at significantly different rates: 32.4 percent of men are eligible, based on a sample of 6,655 records, or 5.7 percent of all male

public high school graduates' records, and 37.6 percent of women, based on a sample of 6,986 records, or 5.8 percent of all female public high school graduates. The precision levels of the estimates for men and women are nearly identical. For men, it is 1.14 percent, yielding a probable range of between 31.26 and 33.54 percent. For women, it is 1.13 percent, generating a probable range of between 36.47 and 38.73 percent.

Changes in the eligibility rates for men and women graduates parallel that observed in the overall rate. The 1990 eligibility rate for men is 7.6 percentage point greater than their 1986 rate of 24.8 percent while the current rate for women is 6.8 percentage point greater than their 1986 rate of 30.8 percent. Although a significantly larger proportion of women graduates are eligible for the State University than men graduates, the margin of difference between the rates for men and women declined somewhat due primarily to the decline in the proportion

of women graduates who are eligible on the basis of grades and test scores combined on the segment's Eligibility Index from 8.4 percent in 1986 to 7.6 percent in 1990.

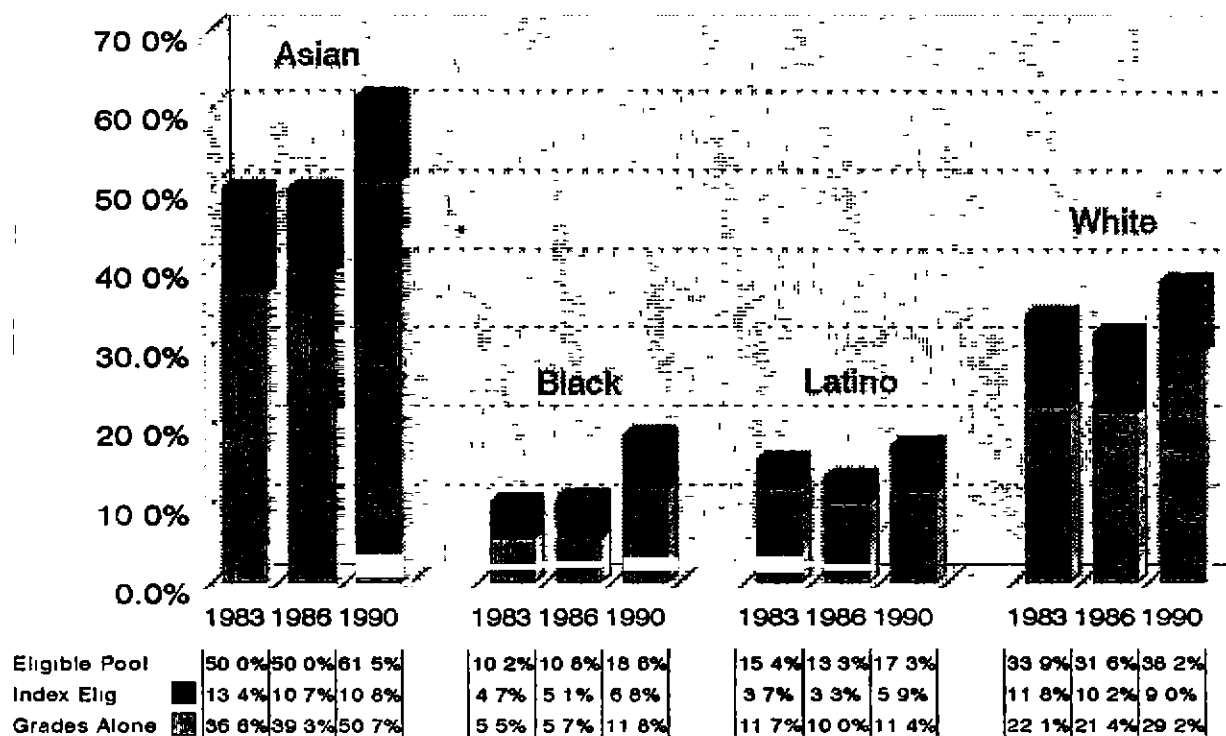
Eligibility of major racial/ethnic groups

The 1983 eligibility study was the first to provide reliable estimates of eligibility rates for students from major racial/ethnic groups. In addition to separate rates for men and women as reported above, separate estimates were available for Asian, Black, Latino, and White graduates. The current study replicates these analyses and places them in the historical perspective of the 1986 and 1983 studies, as Display 13 below illustrates, but because of the major changes in the State University's criteria for eligibility since 1983, the following discussion fo-

cuses on the relative eligibility of the 1986 graduates compared to that of the 1990 graduates.

The pattern of differential eligibility rates among the major racial/ethnic groups noted in the last two eligibility studies persists in 1990, but the differential between groups has decreased to some extent. The proportion of Asian graduates achieving eligibility for the State University is greater than for any other group, with 61.5 percent of all Asian graduates so eligible. The estimated eligibility rate of 38.2 percent for White graduates is slightly above the overall average of 34.6 percent, while the rates for Black and Latino graduates of 18.6 percent and 17.3 percent, respectively, are about one-half the overall eligibility rate for the State University. This is the first eligibility study in which the eligibility rate of Black graduates exceeded that of Latino graduates, although the difference between their rates is not statistically significant.

DISPLAY 13 *Percent of California Public High School Graduates Eligible for Freshman Admission to the California State University by Category of Eligibility and Racial/Ethnic Group 1986 and 1990*



Source: California Postsecondary Education Commission

The estimated rates at which graduates from the four major racial/ethnic groups achieve eligibility for the State University increased substantially between 1986 and 1990

- The proportion of Asian graduates achieving eligibility for the State University in 1990 was greater than for any other racial/ethnic group. Of Asian graduates, 61.5 percent were eligible, as compared to 50 percent of 1986 graduates, or an increase of 11.5 percentage points. This change is a 23 percent increase in the proportion of Asian graduates eligible for the State University over the last four years.
- In 1990, 18.6 percent of all Black graduates were eligible -- an increase of 7.8 percentage point over their 1986 rate of 10.8 percent. This is a 72 percent increase in the proportion of eligible Black graduates -- the largest relative increase for any racial/ethnic group.
- Of 1990 Latino graduates, 17.3 percent were eligible in 1990 -- an increase of 4 percentage points from their 1986 rate of 13.3 percent. This is a 30 percent increase in the proportion of Latino graduates who are eligible for the State University. In spite of this improvement in Latino graduates' eligibility, the eligibility rate for Latino graduates is now the lowest rate among those of the major racial/ethnic groups.
- The estimated eligibility rate of White graduates in 1990 was 38.2 percent, in comparison to their 1986 rate of 31.6 percent -- an increase of 6.6 percentage points. This represents a 21 percent increase in the proportion of White graduates who are eligible.

Differences in sample sizes for graduates from different racial/ethnic groups affect the precision of these eligibility estimates. Given this variation in precision levels, the probable range of the 1990 estimates are between 59.23 and 63.77 percent for Asian graduates, between 16.09 and 21.11 percent for Black graduates, between 16.10 and 18.50 percent for Latino graduates, and between 37.06 and 39.34 percent for White graduates.

Academic characteristics of eligible graduates

As mentioned earlier, in order to be eligible for the California State University, graduates must complete at least 12 of a comprehensive pattern of 15 college preparatory courses and then achieve eligibility in two ways -- either by grade-point average alone or by the State University's Eligibility Index.

As shown in Display 12 on page 20, three out of every four eligible graduates achieve eligibility on the basis of their grades (with required courses) alone, earning overall grade-point averages greater than or equal to 3.0. One out of every four eligible graduates has a grade-point average between 2.0 and 2.99 and achieves eligibility by obtaining test scores high enough to qualify on the State University's Eligibility Index. In fact, improvement in the proportion of graduates eligible by grades alone accounts for the entire improvement in the overall State University eligibility rate. In contrast to the findings of the 1986 study, completion of course requirements is no longer a major factor delimiting the size of the State University's eligibility pool.

While the reduction in the minimum grade-point average required for determining eligibility without test results from 3.11 to 3.0 contributes to the increased proportion of graduates who are eligible by grades alone, the change in the proportion of graduates in this category is far greater than would be expected in lieu of other changes in students' academic achievements. As noted in the previous chapter, the grade-point average of public high school graduates as computed for the State University shows that graduates' grade-point averages did increase between 1986 and 1990.

The larger eligibility rate for women is entirely accounted for by the larger percentage of women earning grade-point averages of 3.0 or greater. In fact, a smaller percentage of women than of men statewide achieve eligibility through a combination of grades and test scores -- 7.6 percent of the women compared to 9.5 percent of the men. This variation in the means by which men and women achieve eligibility is consistent with their patterns in 1986, but the deviation between the proportions of men and

women qualifying by means of grades and test scores combined is substantially greater in 1990 than it was in 1986, when 8.4 percent of the women and 8.6 percent of the men qualified on this basis. In fact, this category of eligibility for women is the only one to show a decline in 1990.

The variations also occur in the ways in which graduates from major racial/ethnic groups achieve eligibility, as Display 13 on page 21 illustrates. While three-fourth of all eligible White graduates qualify on the basis of their grades alone, an even larger percentage of eligible Asian graduates achieve eligibility via this category -- 83 percent. However, the proportions of Black and Latino eligible graduates who achieve eligibility by grades alone are only slightly below the overall average of 76 percent with 70 percent of eligible Black graduates and 74 percent of eligible Latino graduates qualifying on the basis of grades alone. This pattern of achieving eligibility is substantially different from that which appeared in 1986 for Black graduates. At that time, only 53 percent of eligible Black graduates qualified on the basis of grade-point averages alone. The increase in Black graduates' grade-point averages between 1986 and 1990 noted in the previous chapter plays an important role in this change in Black eligibility rates.

Academic characteristics of ineligible graduates

Examination of the academic characteristics of those California public high school graduates who did not achieve eligibility for the State University is fundamental to more clearly understanding changes in the academic preparation of all graduates. Graduates who did not achieve eligibility can be classified into two major groups: (1) those whose eligibility could not be determined due to missing SAT or ACT test results that are needed to establish their eligibility on the State University's Eligibility Index and (2) those whose level of academic achievement, in terms of grades, test scores, and/or college preparatory courses completed makes them ineligible for the State University. The distribution of graduates between and within these major categories supports the perception that substantial improvements in students' academic participation and

performance have occurred. Further, this analysis provides important insights into what groups of students could benefit most from further outreach efforts.

Indeterminate eligibility

The eligibility of some graduates in the study cannot be determined because while they completed the necessary 12 units of college preparatory course work and had grade point averages above the minimum 2.0, they did not take a standardized admission examination needed to determine their eligibility on the State University's Eligibility Index. Major changes occurred between 1986 and 1990 in the proportions of graduates for which eligibility could not be determined. Overall, the proportion of graduates for which eligibility could not be determined dropped from 11.3 percent in 1986 to 4.8 percent in 1990, a 6.5 percentage point decline. A portion of this change is undoubtedly due to those students with grade-point averages between 3.0 and 3.1 who would have been required to take an admission examination in 1986 but who, in 1990, are now eligible on the basis of grades alone. A portion of this change may have occurred because the number of required courses increased from five of six English and mathematics courses in 1986 to 12 courses out of the comprehensive pattern of 15 courses causing more students to be ineligible because of both course deficiencies and missing test scores. However, information about college entrance examination participation reviewed in the previous chapter would suggest that increases in test taking also contributed to a decline in the proportion of graduates for whom eligibility could not be determined.

Overall, the proportion of public high school graduates for whom eligibility was indeterminate declined 58 percent from 11.3 percent in 1986 to 4.8 percent in 1990. The decline in the proportion of men in this category from 11.1 percent in 1986 to 5.1 percent in 1990 was slightly less than the decline for women from 11.6 percent in 1986 to 4.6 percent in 1990 -- a 54 percent decrease for men compared to a 60 percent drop for women. Because women tend to earn somewhat higher grade-point averages in high school than men and to enroll more frequently in college preparatory courses, changes in the eligibility criteria coupled with actual changes in academic achievement logically

would generate a greater change in the representation of women in this category than men

At the same time, the differential representation in this indeterminate category across racial/ethnic groups was greatly reduced. In 1986, the proportion of graduates in this category had a range from 6.3 of Asian graduates to 12.1 percent of White graduates. By 1990, the range had constricted such that the proportion of graduates varied from 2.9 percent of Black graduates to 5.6 percent of White graduates. The decline in Black graduates in this category was significantly greater than average -- a 70 percent decline from 9.4 percent to 2.9 percent. Thus the proportion of Black graduates in this category was smaller than was the case for any other ethnic group. A lower than average proportion of Asian graduates was also in this category -- only 3.3 percent. Because the representation of Asians in this category was already low, the 48 percent decline in their representation was below average. The 57 percent decline in the proportion of Latino graduates in this category from 11.1 percent in 1986 to 4.8 percent in 1990 was on a par with the decrease in the overall rate. Only among White graduates was the proportion of graduates in the category greater than average at 5.6 percent of all White graduates, a consequence of a larger than average proportion of them in this category in 1986 -- 12.1 percent -- and the smaller than average decline in their proportion that occurred over the last four years.

The decline in the proportion of high school graduates for whom eligibility could not be determined is closely linked to the increase in the proportion of eligible graduates. The increase in students' participation in college entrance examinations noted in the previous chapter coupled with the narrower band of grade-point averages for which tests are required are major contributors to this outcome.

Ineligible graduates

In spite of the increase in the proportion of public high school graduates eligible for freshman admission at the California State University, very little change has occurred in the proportion of graduates who are clearly ineligible, as Displays 14 and 15 on pages 25 and 26 show. In 1986, 61.2 percent of all public high school students were ineligible for freshman admission at the California State University, while 60.5 percent of all public high school

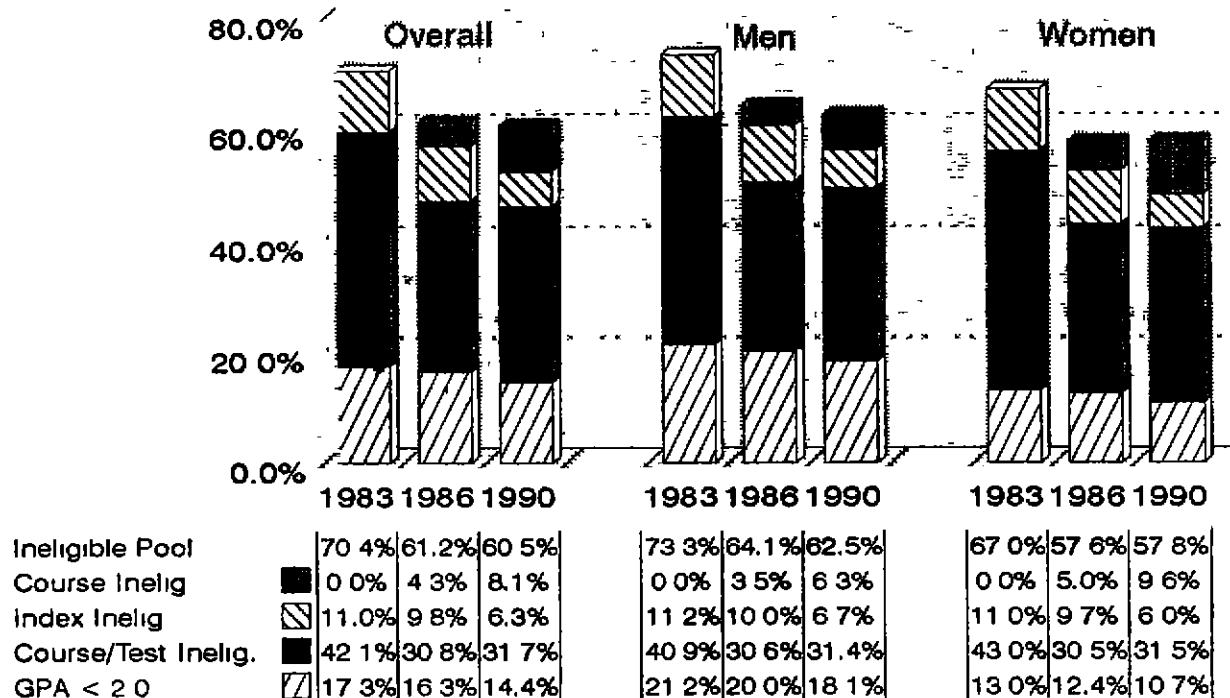
graduates were ineligible in 1990. Among Asian graduates, ineligibility declined substantially from 43.7 percent in 1986 to 35.1 percent in 1990, while the proportion of ineligible Black graduates decreased slightly from 79.8 to 78.5 percent. The proportion of White graduates who were ineligible remained virtually unchanged, while the proportion of Latino graduates who were ineligible actually increased from 75.6 percent in 1986 to 77.9 percent in 1990.

However, examination of the changes in the distribution of graduates among four categories of ineligibility further supports the perception that graduates' academic achievement is improving. These four categories are (1) completing fewer than the 12 required courses, (2) not qualifying on the State University's Eligibility Index, (3) completing fewer than the 12 required courses and not taking the necessary admission examinations, or (4) having a grade-point average below the minimum 2.0.

1 Missing required courses Between 1986 and 1990, the course requirements increased from five of six college preparatory courses in 1986 to 12 of the comprehensive pattern of 15 courses in 1990. Among graduates, the proportion who had grade-point averages and test scores sufficient to qualify for the State University but who were ineligible because they did not complete the required pattern of courses increased. This increase came from among those graduates who formerly had even fewer qualifications for the State University. Overall, the proportion of graduates ineligible only because they were missing one or more of the required courses increased 3.8 percentage point -- from 4.3 percent in 1986 to 8.1 percent in 1990. While Display 14 shows that the difference in the proportions of men and women in this category was relatively small in 1986 -- 3.5 percent of the men versus 5.0 percent of the women, the change in the number of required courses had a substantially greater impact on the representation of women than on men, with the proportion of men in 1990 being 6.3 percent while the proportion of women grew to 9.6 percent.

Display 15 shows that the proportion of White graduates in this category increased more than that for any other racial/ethnic group -- growing from 4.2 percent in 1986 to 8.4 percent in 1990. While the proportion of Black graduates in the category increased by 2 percentage points, this only raised the

DISPLAY 14 *Percent of California Public High School Graduates Ineligible for Freshman Admission to the California State University by Category of Ineligibility and Gender, 1983, 1986, and 1990*



Source: California Postsecondary Education Commission.

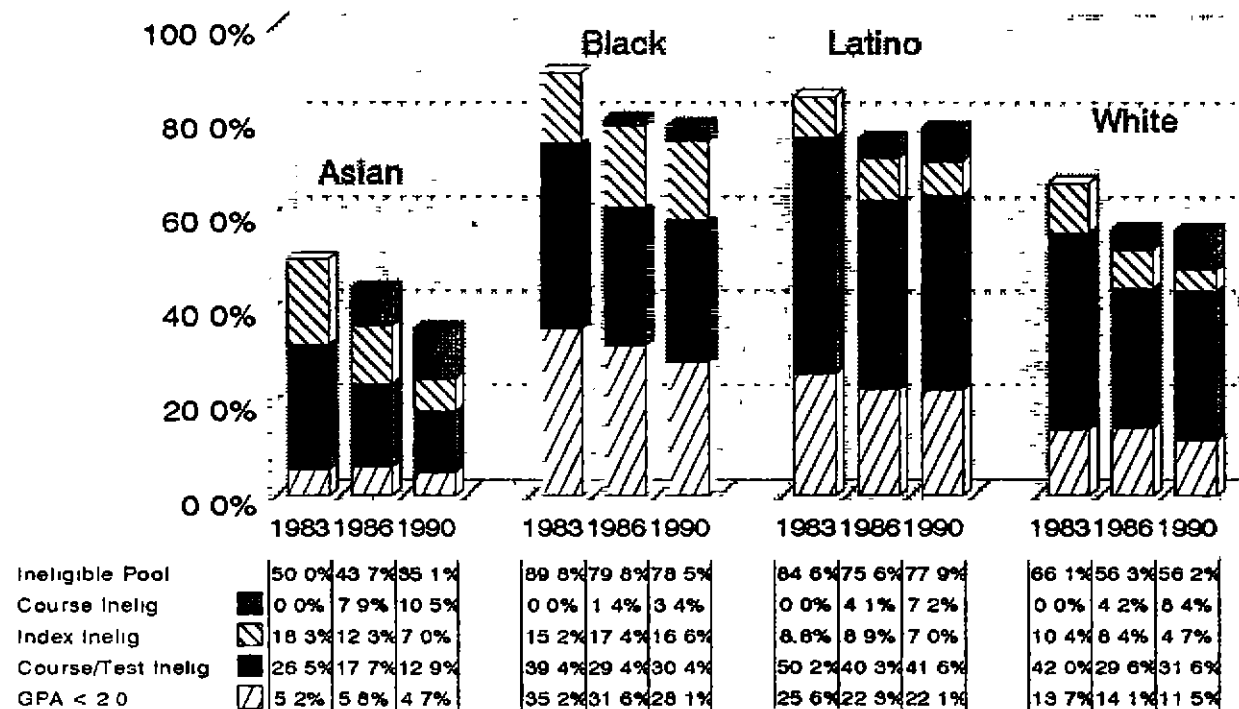
proportion of Black graduates to 3.4 percent in 1990 -- the smallest proportion of any group. The proportion of Latino graduates representation grew by 3.1 percentage points to its 1990 level of 7.2 percent. The proportion of Asian graduates increased 2.6 percentage points, resulting in this group having the largest proportion of graduates in this category in 1990 of 10.5 percent.

2 Ineligible on the State University's Eligibility Index Overall, the proportion of graduates for whom grades and SAT or ACT test scores combined were not sufficient to qualify them on the State University's Eligibility Index changed from 9.8 percent in 1986 to 6.3 percent in 1990, a 36 percent reduction in the proportion of graduates disqualified on the basis of their Index scores. Substantial reductions in the proportions of Asian and White graduates in this category of ineligibility also occurred. The proportion of White graduates in this category dropped 44 percent while that of Asian graduates decreased 43 percent. For graduates from underrepresented

groups, much smaller changes occurred in their proportions in this category. The 1990 rate for Latino graduates of 7.0 percent was only 1.9 percentage point below the 1986 rate of 8.9 -- a 21 percent change -- while the 1990 rate for Black graduates of 16.6 percent was only 0.8 of a percentage point below the 1986 rate of 17.4 percent -- a 5 percent change.

This category of graduates in conjunction with both those graduates who were ineligible on the State University's Eligibility Index and those for whom their eligibility was indeterminate form the most likely source of newly eligible graduates for the future. Graduates in each of these categories would have needed only a small change in their academic participation or performance in high school to make them eligible. Efforts to further improve the eligibility rates, particularly among graduates from underrepresented groups, would be most effective if focused on students in these categories.

DISPLAY 15 *Percent of California Public High School Graduates Ineligible for Freshman Admission to the California State University by Category of Ineligibility and Racial Ethnic Group, 1983, 1986, and 1990*



Source: California Postsecondary Education Commission.

3. Missing courses and test scores: The proportions of graduates who are ineligible for the State University because they are missing both courses and test scores have been remarkably stable over the past four years, rising from 30.8 percent in 1986 to only 31.7 percent in 1990. The proportion of graduates in each racial/ethnic subgroup in this category also increased by only 2 percentage points or less, except among Asian graduates. Contrary to the overall trend and that for most subgroups, the proportion of these graduates who were ineligible because of missing courses and test scores actually declined substantially -- from 17.7 to only 12.9 percent between 1986 and 1990 -- a 4.8 percentage point decrease. The proportions of Black and White graduates in this category are not substantially different from the overall average of 31.7 percent, while the proportion of Latino graduates in this category continues to be nearly 10 percentage points higher than average.

4. Grade-point averages below 2.0 Fewer public high school graduates are completing high school with grade-point averages below 2.0. The proportion of public high school graduates having grade-point averages below 2.0 declined by 1.9 percentage points -- a 12 percent decline between 1986 and 1990. This finding does not result from more of the lower performing students dropping out of school prior to graduation. Graduation rates have improved overall and for all subgroups as well. This improvement in grade-point averages was largest among White graduates with the proportion with grade-point averages below 2.0 dropping from 14.1 percent in 1986 to 11.5 in 1990, an 18 percent decline. The proportion of Asian graduates with grade-point averages below 2.0 was well below average with only 4.7 percent of Asian graduates in this category in 1990 -- a 19 percent decline from their 1986 rate of 5.8. Substantial improvement was also seen among Black graduates for whom the proportion with grade-point averages below 2.0 de-

clined from 31.6 percent in 1986 to 28.1 percent in 1990. However, the proportion of Latino graduates with grade-point averages below 2.0 was virtually unchanged between 1986 and 1990, when it was 22.1 percent.

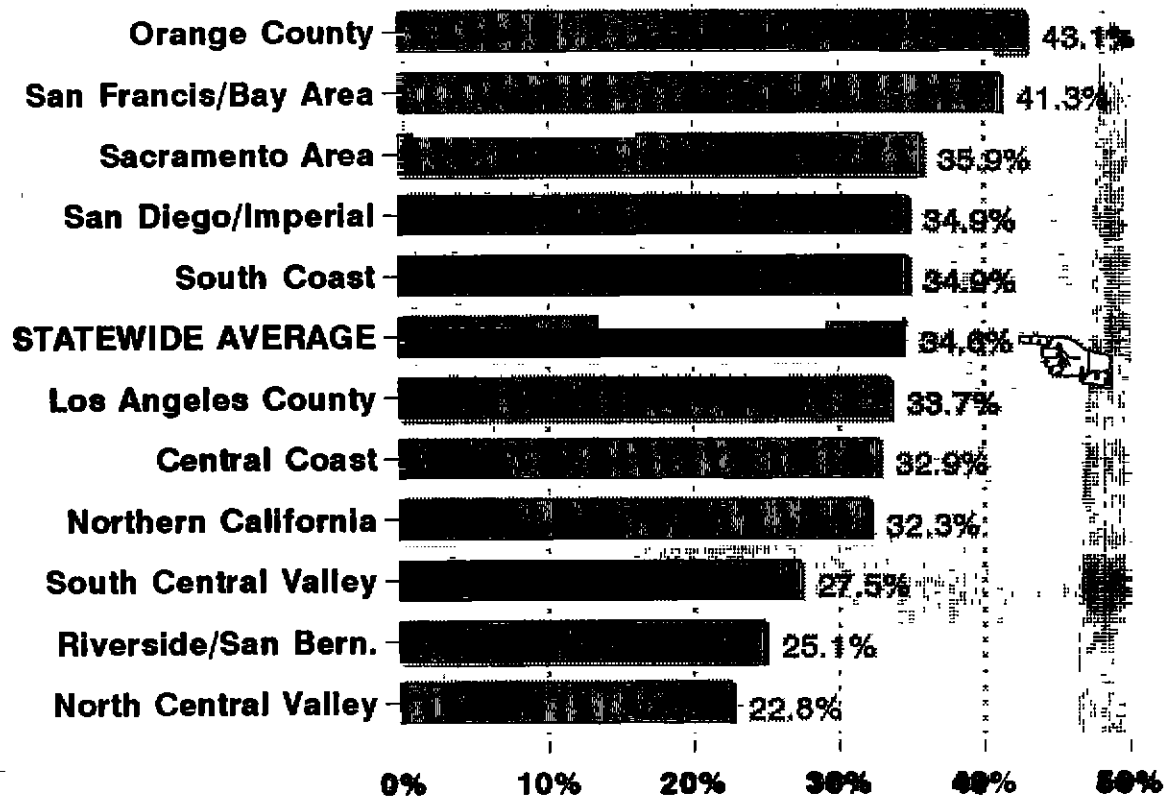
Regional differences in eligibility rates

Eligibility varies not only as a function of students' gender and ethnicity but also by geographic region. As in the last two eligibility studies, the Commission examined eligibility rates among high school graduates who live in different regions of the State. However, the way in which the Commission now defines California's geographic regions expanded the number of regions from nine to eleven regions, and so direct comparisons of the regional eligibility

rates of 1986 and 1990 are not possible. Display 16 presents the estimated eligibility rates of 1990 graduates in the eleven geographic regions of the State in order of decreasing rates and in comparison to the statewide average.

In spite of the changes in the definitions of geographic region, those regions in which graduates' eligibility rates have historically been the largest -- Orange County and the San Francisco Bay area -- still have rates that are significantly above average. Students from San Diego and Imperial Counties and the South Coast counties of San Luis Obispo, Santa Barbara, and Ventura also continue to have eligibility rates somewhat above average. The only geographic region in which students' eligibility increased substantially relative to the statewide rate is the Sacramento area, which includes Placer, Sacramento, and Yolo Counties. In 1986, the eligi-

DISPLAY 16 Overall Eligibility of California Public High School Graduates to the California State University by Eleven Geographic Regions, 1990



Source: California Postsecondary Education Commission.

bility rate of graduates in that region was somewhat below average while that of the 1990 graduates in this region is somewhat above average.

The geographic regions in which student eligibility continues to be significantly below average are the San Joaquin Valley region and Riverside/San Ber-

nardino Counties. The eligibility rates of graduates in Los Angeles County and the rural counties of Northern California continue to be somewhat below the statewide average as is the eligibility rate for graduates in the Central Coast region that includes Monterey, San Benito, and Santa Cruz Counties.

5

Eligibility of California's 1990 Public High School Graduates for the University of California

IN THIS part of the report, the Commission presents the major findings of its 1990 Eligibility Study on the eligibility of California's public high school graduates for the University of California. First, it describes the overall eligibility estimate for the University for 1990 and contrasts that finding with the 1986 and 1983 rates. It then presents the rates for men and women, separately, and for graduates from four major racial/ethnic groups -- Asian, Black, Latino, and White. It then looks at the specific patterns of graduates' academic performance as it relates to their achieving or failing to achieve eligibility for the University. It concludes with an examination of 1990 eligibility rates for graduates in eleven geographic regions of California.

Estimated eligibility for the University of California

California's Master Plan for Higher Education recommends that the University of California establish its freshman eligibility criteria such that the top one-eighth of the public high school graduating class will be eligible to enroll as freshmen. This study analyzes the eligibility rates of the 1990 high school graduating class as determined by the University's eligibility criteria in effect for Fall 1990.

California's high school graduates can achieve eligibility for the University of California by three methods:

- 1 By earning a grade-point average of 3.3 or better in the required "a-f" courses and taking the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and three College Board Achievement tests, although their performance on these tests has no bearing on their eligibility; or
- 2 By earning a grade-point average of 2.78 to 3.29 in the required "a-f" courses and having a col-

lege admission test score that qualifies on the University's Eligibility Index and taking three College Board Achievement tests, although their performance on the three Achievement tests has no bearing on their eligibility; or

3. By having a total SAT Verbal and Math score of 1100 or better or an ACT composite score of 26 or better, and a combined score of at least 1650 on three College Board Achievement tests with a minimum score of 500 on each.

Graduates whose academic performance during high school are consistent with one of these three methods of qualifying for the University are fully eligible for freshman admission to the University.

At the time of the 1983 study, the Commission concurred with the University that the University's eligibility pool would include two additional groups of public high school graduates who met the scholarship and subject requirements for the University, but who, for a variety of reasons, did not complete the full examination pattern required:

4. Those graduates who had grade-point averages of 3.3 or better but who did not have the full set of required test scores, and
5. Those graduates with grade-point averages between 2.78 and 3.29 and had either SAT or ACT scores that qualified them on the University's Eligibility Index but did not have all three of the required College Board Achievement test results.

Because no specific level of performance on the missing examinations is required for graduates in these two categories -- these graduates simply need to take the tests -- the Commission agreed with the University to consider the composite of these "potentially eligible" graduates with those who had met all of the requirements as the University's pool of eligible graduates. In both the 1983 and 1986 studies, these "potentially eligible" graduates were identified as "eligible but missing tests."

The combined proportion of graduates in the five categories described above was reported as the "eligibility pool" for the University in 1983 and in 1986 and, to preserve historical continuity, we continue to report the size of the eligibility pool for the University in the 1990 study.

Eligibility of all graduates

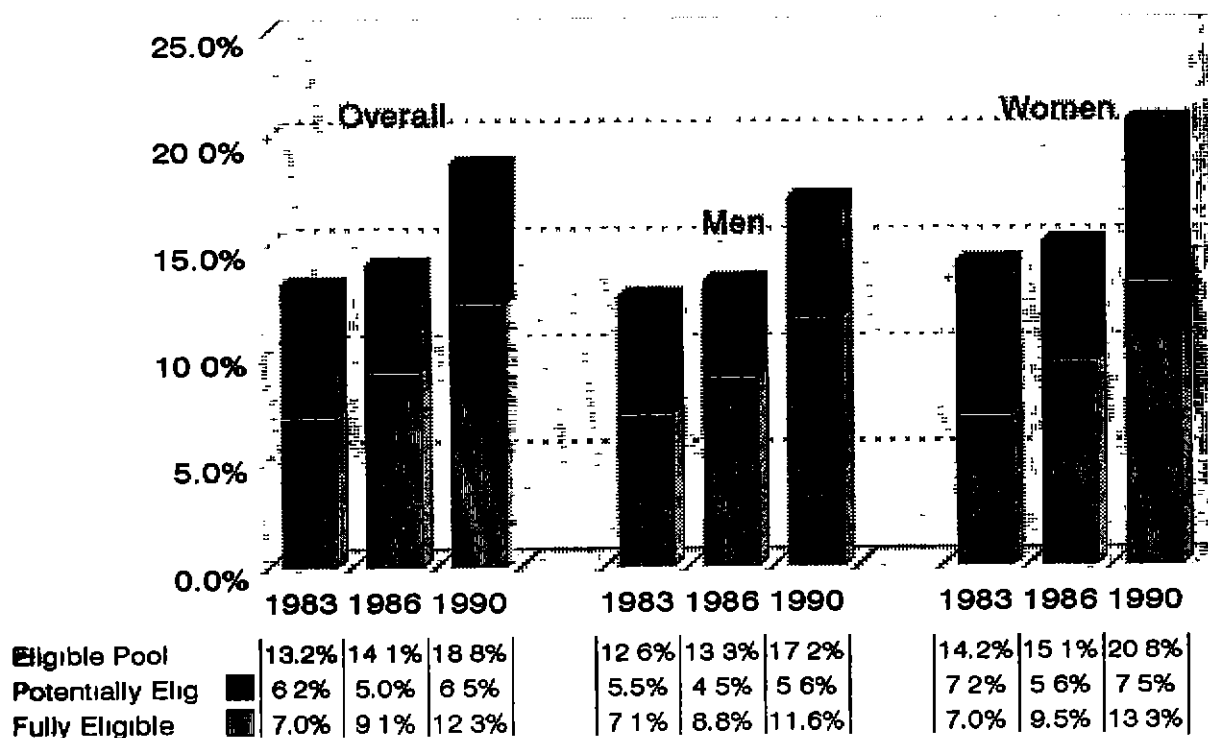
Display 17 below presents the estimated percentages of the 1990 public high school graduating class who meet the eligibility criteria, as defined above, for the University of California for Fall 1990. This display also includes the estimated eligibility rates for men and women. It also contrasts this 1990 information with the comparable information for the 1983 and the 1986 graduating classes.

The overall eligibility pool of 1989-90 public high school graduates for freshman admission to the University of California in Fall 1990 was 18.8 percent, of which 12.3 percent were fully eligible --

having met all admissions criteria -- and an additional 6.5 percent were potentially eligible -- having met the scholarship and subject requirements, but were missing one or more required tests. This eligibility rate is a 4.7 percentage point increase over the estimated eligibility for 1986 graduates of 14.1 percent, or a 32 percent increase over the last four years. The 1990 estimate is a 5.6 percentage point increase over the estimated eligibility for 1983 graduates of 13.2 percent for a 43 percent increase over the past seven years. The growth over the past seven years in the proportion of graduates eligible for admission to the University occurred primarily between the 1986 and 1990 studies. The Commission examines the academic performance factors related to these changes later in this chapter.

The 1990 estimate is based on 13,641 usable student academic records, which is 5.8 percent of the public high school graduating class. The precision of the estimate is 0.74 percent, which is consistent with the precision levels achieved in the last two

DISPLAY 17 *Percent of California Public High School Graduates Eligible for Freshman Admission to the University of California by Category of Eligibility and Gender, 1983, 1986, and 1990*



Source: California Postsecondary Education Commission

eligibility studies. This precision level generates a probable range for the estimate of between 18.06 and 19.54 percent.

Eligibility of men and women

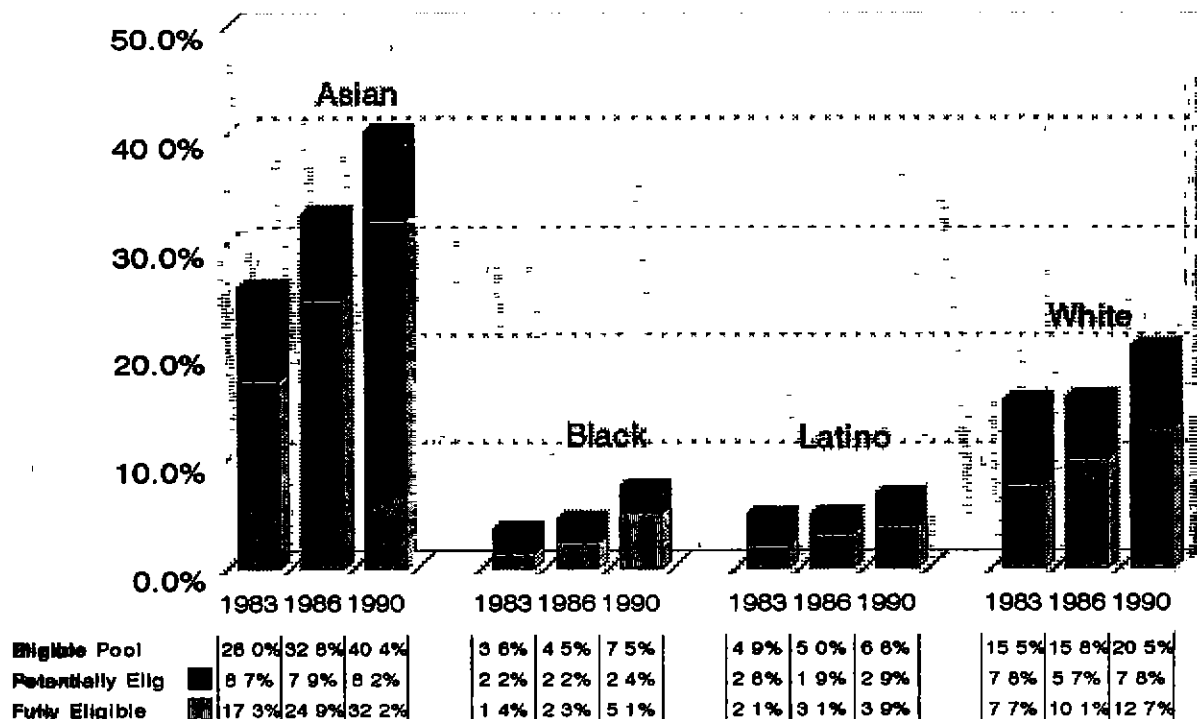
The estimated 1990 eligibility rate for men graduating from the State's public high schools is 17.2 percent, while that for women is 20.8 percent. Changes in eligibility rates for men and for women since 1983 are consistent with the changes in the overall rate. The eligibility rate for men graduating in 1990 is 29 percent greater than their 1986 rate of 13.3 percent -- an increase of 3.9 percentage points -- and 36 percent greater than the 1983 rate of 12.6 percent, for a cumulative increase of 40 percent. For women, their 1990 rate is a 38 percent increase over their 1986 rate of 15.1 percent -- a 5.7 percentage point increase -- and 6.6 percentage points greater than their 1983 rate of 14.2 percent, for a cumulative increase in their eligibility of 46 percent.

The 1990 estimate for men is based on a sample of 6,655 records, or 5.7 percent of all male public high school graduates' records. Similarly, the estimate for women is based on a sample of 6,986 records, or 5.8 percent of all female public high school graduates' records. The precision level for the men's estimate is 1.07 percent, yielding a probable range for their estimate of between 16.13 and 18.27 percent. For the women's estimate, the precision level is 1.04 percent, generating a probable range of their estimate of between 19.76 and 21.84 percent.

Eligibility of major racial/ethnic groups

Display 18 below presents the estimated percentages of Asian, Black, Latino, and White 1990 public high school graduates who meet the eligibility criteria for the University of California for Fall 1990 in comparison to the results for these groups of graduates in 1983 and 1986. The results of the 1990 study show increases in eligibility rates for all racial/ethnic groups. The relationship among the eli-

DISPLAY 18 *Percent of California Public High School Graduates Eligible for Freshman Admission to the University of California by Category of Eligibility and Racial/Ethnic Group, 1983, 1986, and 1990*



Source: California Postsecondary Education Commission

gibility rates of these groups has remained relatively unchanged. Asian graduates, with a 1990 eligibility rate of 40.4 percent, continue to be twice as likely to achieve eligibility as White graduates whose 1990 eligibility rate is 20.5 percent. White graduates, on the other hand, are nearly three times more likely to be eligible for the University than Black or Latino graduates, whose 1990 rates are 7.5 percent and 6.8 percent respectively.

- In 1990, 40.4 percent of Asian graduates are eligible for the University -- a 23 percent increase over their 1986 rate of 32.8 percent and a 55 percent increase over their 1983 rate of 26.0 percent. Unlike graduates from other racial/ethnic groups, the increase in Asian graduates' eligibility has been quite evenly distributed over the past seven years.
- The proportion of Black graduates eligible in 1990 increased by the largest percent of all racial/ethnic groups, with their rate of 7.5 percent being a 67 percent increase over their 1986 rate of 4.5 percent, and a 108 percent increase over their 1983 rate of 3.2 percent.
- Among Latino graduates, the proportion of eligible graduates increased from 5.0 percent in 1986 to 6.8 percent in 1990 -- a 36 percent increase -- and a 39 percent increase over their 1983 rate of 4.9 percent. Thus, Latino graduates experienced the smallest increase in eligible graduates of any racial/ethnic group.
- The proportion of White graduates eligible for the University increased 30 percent from 15.8 percent in 1986 to 20.5 percent in 1990, which was a 32 percent increase over their 1983 rate of 15.5 percent.

The size of each of these groups' sample differs resulting in different precision levels for each estimate. Given the precision level of each of the 1990 estimates for these groups, the probable range of the rate for Asian graduates is between 37.94 and 42.86 percent, for Black graduates, between 5.66 and 9.34 percent; for Latino graduates, between 5.92 and 7.68 percent; and for White graduates, between 19.45 and 21.55 percent.

Academic characteristics of graduates eligible for the University

High school graduates eligible for admission to the University can be classified into two main groups -- (1) those who have completed all requirements for freshman admission at the level necessary to be fully eligible for the University, and (2) those who have completed all of the requirements necessary to determine their eligibility but who are missing some or all of the required college entrance examinations and thus are "potentially eligible" for the University. Display 17 on page 30 showed the proportions of 1990 graduates in each of these two categories. This section describes changes in the proportions of graduates in these two groups separately as well as changes in the nature of the graduates' academic preparation within each of these two groups.

Fully eligible graduates

The most impressive gains in graduates' eligibility have occurred among those students who have completed all of the requirements necessary for University admission. This is true overall and for every subgroup of graduates. Since 1983, an additional 5.3 percent of the graduating class are fully preparing themselves for University admission at the level of achievement necessary to make them fully eligible for freshman admission to the University. While some improvement in the achievement of graduates occurred between 1983 and 1986, when the proportion of graduates in this category increased from 7.0 percent to 9.1 percent, even greater improvement occurred between 1986 and 1990, when this proportion of graduates increased to 12.3 percent -- a 35 percent improvement in the last four years. In 1983, graduates who had completed all of the University's requirements comprised 53 percent of all graduates eligible for the University. By 1986, graduates with full qualifications constituted 65 percent of all eligible graduates, and that level of representation continues to be true in 1990.

In like manner, the greatest contributor to the increase in the overall proportion of eligible men and women graduates is the growth in their proportions who completed all of the requirements for admis-

sion to the University. The increase in the proportion of women in this category since 1986 was greater than the increase for men -- growing from 9.5 percent to 13.3 percent -- a 40 percent increase over the last four years. The proportion of men in this category increased from 8.8 percent to 11.6 percent -- a 32 percent increase. Within the overall pool of eligible graduates, a greater proportion of women is fully eligible than men -- 13.3 percent, compared to 11.6 percent. However, a greater proportion of eligible men has completed all the requirements for admission than women -- 67.4 percent, compared to 63.9 percent.

This trend of a greater proportion of eligible graduates having all of the requirements needed for admission is also clearly evident for graduates from the major racial/ethnic groups. For some groups, the trend is even more dramatic than that for graduates overall.

- In 1983, two-thirds of eligible Asian graduates had completed all of the requirements necessary for University admission. By 1990, 80 percent of Asian eligible graduates were fully eligible for University admission, as the proportion of all Asian graduates in this fully eligible category grew from 17.3 percent in 1986 to 32.2 percent in 1990.
- The trend among eligible Black graduates is also very encouraging; their proportion who were fully eligible increased from 39 percent in 1983 to 67 percent in 1990. This is a result of not only a steady growth in the overall eligibility rate of Black graduates but also the concentration of that growth among Black graduates who have completed all of the requirements for admission. In 1983, only 1.4 percent of the State's Black graduates were so qualified while by 1990 this proportion had grown to 5.1 percent.
- Just as the eligibility rate for Latino graduates has grown more slowly than that of other groups, the increase in the proportion of eligible Latino graduates who have completed all the requirements for admission has been smaller than average. While 43 percent of the eligible Latino graduates in 1983 had completed all of the admission criteria, 57 percent of them had done so in 1990. During this period, the proportion of all Latino graduates fully eligible for University admission grew from 2.1 percent to 3.9 percent.

This smaller than average growth for Latino graduates in this category fully accounts for these graduates currently having the lowest overall eligibility rate of the four major racial/ethnic groups, although the difference between Latino and Black eligibility rates is not statistically significant.

- The proportion of the eligible White graduates who have completed all requirements needed to be fully eligible is also somewhat below the average for all high school graduates. In 1983, White graduates who were fully eligible for the University comprised 50 percent of the total pool of eligible White graduates, compared to 53 percent of all eligible graduates who were fully eligible. By 1990, the percentage of fully eligible White graduates comprised 62 percent of the total set of eligible White graduates, while 65 percent of the overall pool of eligible graduates were fully eligible.

Potentially eligible graduates

Between the 1975 and 1983 eligibility studies, the University modified its scholarship requirement for freshman admission by adding an Eligibility Index that identified qualifying combinations of grades and test scores for graduates with grade-point averages between 2.78 and 3.29. The Eligibility Index does not apply to graduates with grade-point averages of 3.3 or greater, as specific performance levels on the tests are not required for determining their eligibility, although they must take the tests to be considered fully eligible. In order that the 1983 eligibility rate be historically comparable to the 1975 rates, the Commission concurred with the University to include in the eligibility pool for the University those public high school graduates who had fully met the subject and scholarship requirements for the University but had not completed all or part of the examinations requirement. As noted earlier, this set of graduates includes (1) those with grade-point averages of 3.3 or better for whom a specific level of performance on the tests is not required and (2) those who have grade-point averages between 2.78 and 3.3 and who have completed the SAT or ACT at a level required by the University's Eligibility Index but who have not taken one or more of the three College Board Achievement tests.

The proportion of public high school graduates potentially eligible for freshman admission to the University has been remarkably stable over the past seven years -- between 5.0 and 6.6 percent of all public high school graduates. At the statewide level and for every student subgroup, the proportion of graduates included in the eligibility pool from these two groups of graduates declined slightly in 1986 and then recovered and surpassed its 1983 level in 1990. In 1983, 6.2 percent of all graduates were potentially eligible for the University because they were missing some or all of the required tests. In 1986, this proportion dropped to 5.0 percent of all graduates and then in 1990 grew to 6.6 percent.

A smaller proportion of men graduates than women graduates were considered eligible on these bases in each of the last three studies. In addition, the growth in the proportion of women graduates in this category between 1986 and 1990 was substantially greater than that of men. The proportion of men graduates in this category grew from 4.5 percent to 5.6 percent -- a 24 percent increase -- while the proportion of women graduates increased from 5.6 percent to 7.5 percent -- a 34 percent increase.

With respect to the four racial/ethnic groups of graduates, only among Asian graduates did the proportion of graduates eligible for the University in this category fail to recover to its 1983 rate by 1990. In 1983, 8.7 percent of all Asian graduates were eligible except for missing one or more of the required tests. This proportion fell to 7.9 in 1986 and grew to only 8.2 percent by 1990.

Black graduates were the only group that did not experience a decline in the proportion of graduates in this category between 1983 and 1986, when the proportion of graduates so eligible was 2.2 percent. This rate for Black graduates climbed a modest 0.2 of a percentage point between 1986 and 1990 to the current rate of 2.4 percent.

The experiences of Latino and White graduates are very similar to the overall average. The percentage of Latino graduates potentially eligible declined from 2.8 percent in 1983 to 1.9 percent in 1986 and then recovered to 2.9 percent in 1990. Similarly, the rates for White graduates dropped from 7.8 percent in 1983 to 5.7 percent in 1986 and then recouped in 1990 to 7.8 percent.

Indeterminate eligibility

For a small group of high school graduates, their eligibility for the University cannot be determined because while they have earned grade-point averages greater than or equal to the minimum 2.78 and completed the full preparatory curriculum required by the University, they have not taken either the SAT or ACT test -- the results of which are needed to determine their eligibility on the University's Eligibility Index. Over time, this category has included less than 1 percent of the public high school graduates. The pattern of fluctuation in these rates over the last seven years is very similar to that described for the potentially eligible graduates. In 1983, eligibility could not be determined for 0.8 percent of the public high school graduates. This proportion dropped to 0.5 percent in 1986 and then increased to 0.9 percent of the 1990 graduating class.

Virtually no difference exists in the proportions of men and women graduates for whom eligibility could not be determined -- 0.9 percent of both men and women in 1990. A slightly higher than average proportion of Asian and White graduates were in this category -- 1.1 percent of both groups in 1990, compared to 0.4 percent of Black graduates and 0.3 percent of Latino graduates in 1990. Thus, for graduates from those groups underrepresented in postsecondary education -- Blacks and Latinos -- who have at least the minimum grades and the required courses, they are more likely than other graduates with similar qualifications to complete the college entrance examination needed to determine their eligibility for the University.

Academic characteristics of graduates ineligible for the University

Two major categories of high school graduates ineligible for the University of California exist: (1) those ineligible because of Subject or Grade Deficiencies in the "a-f" course pattern, and (2) those who are otherwise ineligible. The first category includes graduates who complete all or most of an "a-f" pattern of required courses but who fail to be eligible for one of the following reasons: (1) they receive a "D" or "F" grade in one or more "a-f" courses, (2) they omit one or more "a-f" courses, (3) they are ineligible on the University's Eligibility Index, (4)

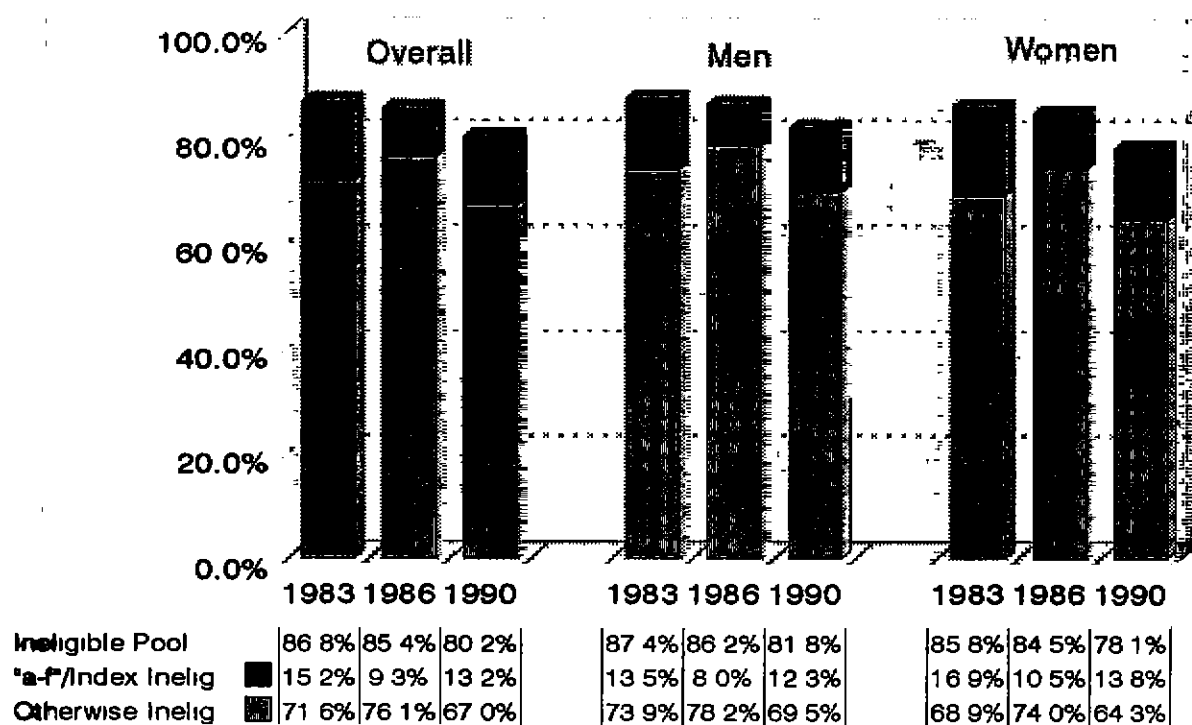
they earn an "a-f" grade-point average below 2.78, or (5) they complete fewer than seven of these courses in their last two years of high school. The otherwise ineligible graduates are those who have major subject omissions, scholarship deficiencies, or who graduate from schools that do not have an approved "a-f" curricula.

As Display 19 below shows, an encouraging shift has occurred in the proportions of graduates in these two general categories of ineligibility. Between 1986 and 1990, the proportion of the State's public high school graduates who were ineligible because their level of achievement in their "a-f" college preparatory course work or college entrance examinations was insufficient to reach eligibility standards increased 42 percent from 9.3 percent to 13.2 percent. The reason this is good news is because this increase are graduates who formerly were ineligible because of major deficiencies in

course work or scholastic achievement, now they are ineligible because of relatively minor academic deficiencies.

Overall, the proportion of public school graduates in the "otherwise ineligible" category declined by 9.1 percentage points between 1983 and 1990 -- from 76.1 percent to 67.0 percent. Between 1983 and 1986, when overall eligibility for the University increased from 13.2 percent to 14.1 percent, the proportion of graduates in this "otherwise ineligible" category also increased from 71.6 percent to 76.1 percent. This movement raised concerns that a very large part of the graduating class would continue to be impervious to reform efforts and have very low academic performance as judged by the University's eligibility criteria. However, the changes in the distribution of ineligible graduates in 1990 clearly indicates the availability of a larger pool of gradu-

DISPLAY 19 *Percent of California Public High School Graduates Ineligible for Freshman Admission to the University of California by Category of Ineligibility and Gender, 1983, 1986, and 1990*



Source: California Postsecondary Education Commission

ates progressing toward achieving eligibility for the University

Ineligibility of men and women

The increase in the proportion of men who are ineligible because of "a-f" deficiencies is greater than the increase for women. The proportion of men in this category grew from 8.0 percent in 1986 to 12.3 percent in 1990 -- a 55 percent increase. On the other hand, the proportion of women in this category increased from 10.5 percent in 1986 to 13.8 percent in 1990 -- a 31 percent increase -- essentially equalizing the representation of men and women in this category.

Changes in the proportions of men and women with major course work and scholastic deficiencies are much more similar. The proportion of men graduates in this category declined 11 percent from 78.2 percent in 1986 to 69.5 percent in 1990, while

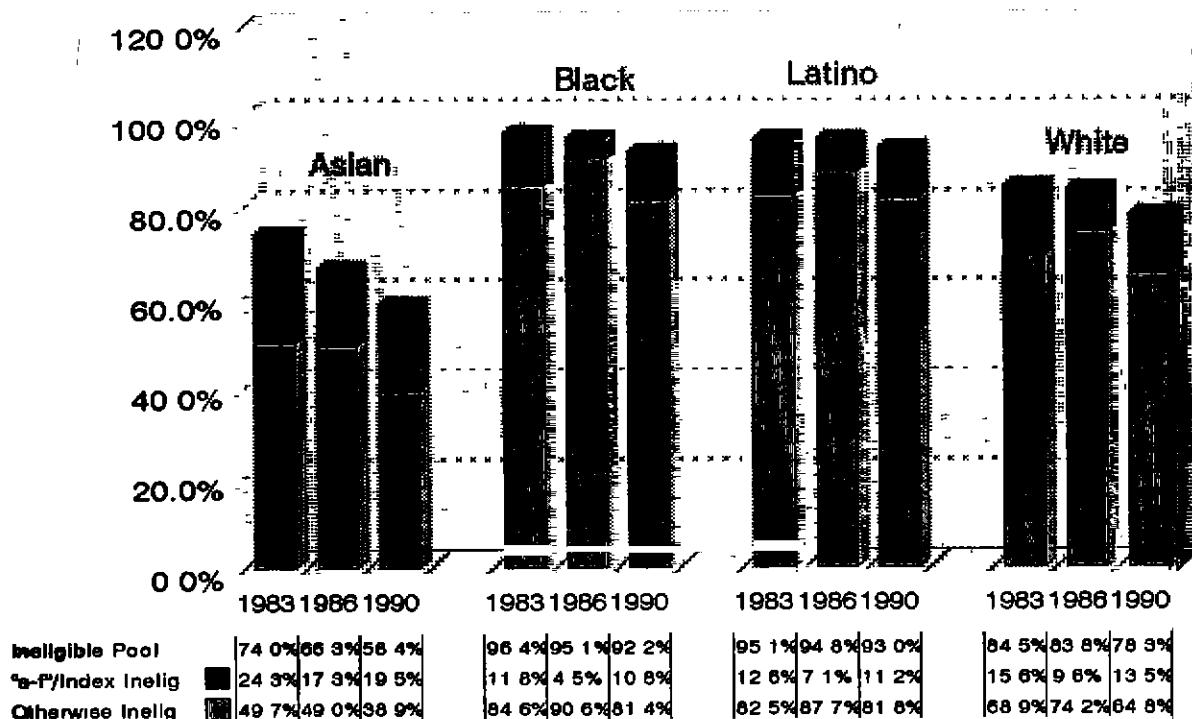
among women graduates in this category the proportion dropped 13 percent from 74.0 percent to 64.3 percent. The movement of students into a pattern of academic behavior during high school that involves attempting "a-f" course work, college entrance examinations, and grades consistent with the eligibility criteria of the University seems to be somewhat more prevalent among women graduates than among men.

Ineligibility among graduates from major racial/ethnic groups

The pattern of change in the proportions of all graduates who are ineligible for the University is clearly evident among graduates from the four major racial/ethnic groups (Display 20 below)

- Fewer Asian graduates are ineligible for the University than for any other racial/ethnic group. The relatively better preparation of these gradu-

DISPLAY 20 *Percent of California Public High School Graduates Ineligible for Freshman Admission to the University of California by Category of Ineligibility and Racial Ethnic Group, 1983, 1986, and 1990*



Source: California Postsecondary Education Commission.

ates for the University substantially improved between 1986 and 1990 when the proportion of Asian graduates who were ineligible because of "a-f" deficiencies grew from 17.3 percent in 1986 to 19.5 percent in 1990 -- a 12 percent increase. The decline in the proportion of Asian graduates who are ineligible because of major academic deficiencies showed the greatest decline of all groups, dropping 10.1 percentage points from 49.0 percent in 1986 to 38.9 percent in 1990 -- a 21 percent decrease.

- Equally dramatic improvements occurred among Black graduates. The proportion of Black graduates who are ineligible because of "a-f" deficiencies grew 140 percent from 4.5 percent in 1986 to 10.8 percent in 1990, while the proportion who were ineligible because of major academic deficiencies dropped from 90.6 percent in 1986 to 81.3 percent in 1990 -- a 10 percent drop.
- Substantial improvement has occurred among Latino graduates as well. The increase in the proportion of Latino graduates who are ineligible due to "a-f" deficiencies grew from 7.1 percent in 1986 to 11.2 percent in 1990 -- a 58 percent increase. However, the 7 percent decline in the proportion of Latino graduates ineligible because of major academic deficiencies from 87.7 percent in 1986 to 81.8 percent in 1990 was well below the average decrease of 12 percent for graduates in this category.
- The changes in the proportions of White graduates in these ineligibility categories are very similar to the changes in the overall rate. The proportion of White graduates ineligible for the University because of "a-f" deficiencies grew from 9.6 percent in 1986 to 13.5 percent in 1990 -- a 41 percent increase -- while the proportion ineligible because of major academic deficiencies declined 13 percent from 74.2 percent in 1986 to 64.9 percent in 1990.

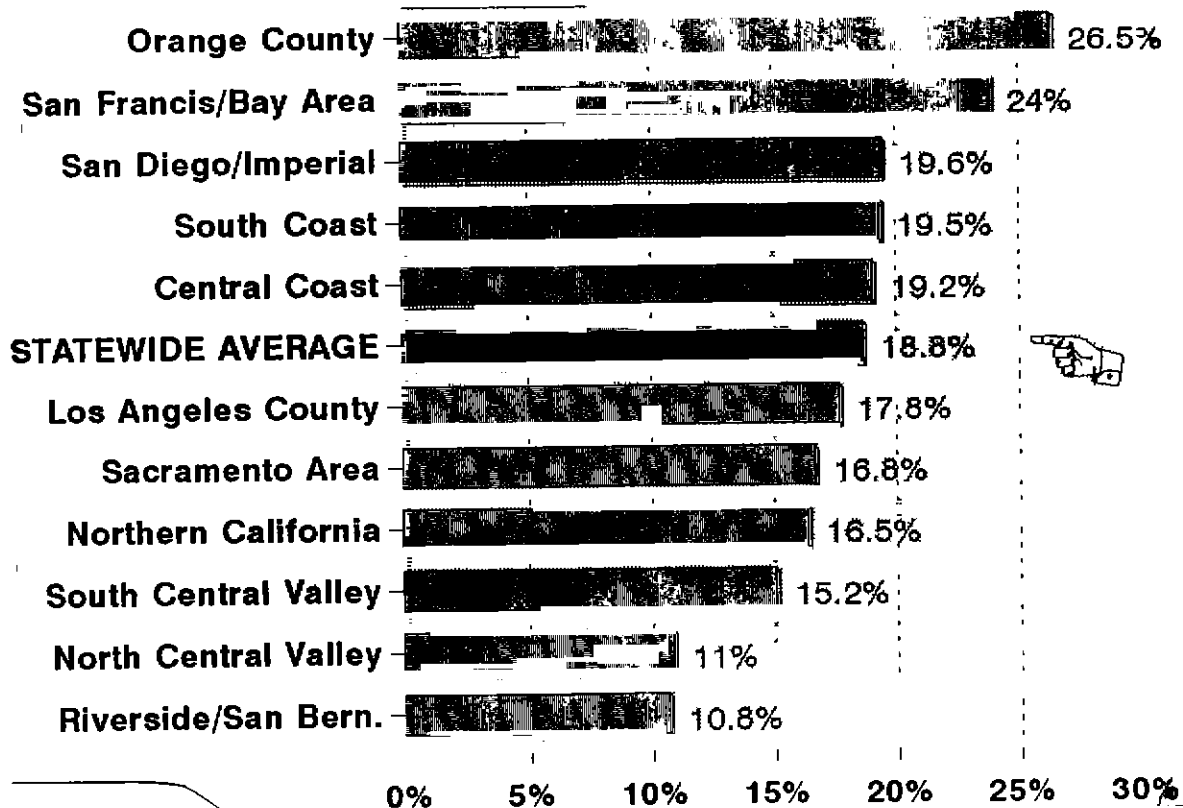
Regional differences in eligibility rates

Eligibility varies not only as a function of students' sex or ethnicity, but also by their geographic region. As in the last two eligibility studies, the Commission examined eligibility rates among high school graduates who live in different regions of the State. However, the way in which the Commission now defines geographic regions in the State expanded the number from nine to eleven regions, so direct comparisons of regional eligibility rates of 1986 and 1990 is not possible. Display 21 on page 38 presents the estimated eligibility rates for the University of graduates in the eleven geographic regions of the State in order of decreasing rates and in comparison to the statewide average.

In spite of the changes in the definitions of geographic region, those regions in which graduates' eligibility for the University have historically been the largest -- Orange County and the San Francisco Bay area -- continue to have significantly larger than average eligibility rates. Graduates from San Diego and Imperial Counties, the South Coast counties of San Luis Obispo, Santa Barbara, and Ventura, and the Central Coast counties of Monterey, San Benito, and Santa Cruz also continue to be eligible at somewhat above the average rates. Each of these regions is home to a campus of the University.

The geographic regions in which graduates' eligibility continue to be significantly below average are the San Joaquin Valley region and Riverside/San Bernardino Counties. The eligibility rates of graduates in the Sacramento region and the rural counties of Northern California are more than 2 percentage points below the statewide average. While the eligibility rate for the University of public high school graduates in Los Angeles County is slightly below the statewide average, the difference is not significant, given the variability in these estimates.

DISPLAY 21 *Overall Eligibility of California Public High School Graduates to the University of California by Eleven Geographic Regions, 1990*



Source California Postsecondary Education Commission.

6

Eligibility of California's 1990 Private High School Graduates for California's Two Public Universities

THE COMMISSION'S ANALYSIS of the eligibility of private high school graduates forms a separate component of its 1990 Eligibility Study. The Master Plan guidelines defining the pools of graduates to be eligible for the University and the State University refer only to public high schools. But private high school graduates also prepare themselves for university admission. In fact, the primary academic mission of many private schools is the academic preparation of their graduates for university enrollment. However, because these institutions are private entities, their public reporting responsibilities are extremely limited. In fact, virtually the only data known about these institutions are the total numbers of students and of those graduating each year. Including these schools in the 1990 study provides a useful opportunity to learn more about the students from these schools -- in particular, the nature of their academic preparation.

Private high schools vary considerably in their fundamental mission, their organizational structure, their curriculum, and the nature of the students they educate. They include independent non-denominational schools, church-affiliated schools, private special education institutions, and home schools. As private institutions, they meet the costs of their operations through fees and tuition paid by their students. Because of their independent status, they have the right to choose their instructional objectives and their student clientele. Parents who choose to enroll their children in private schools are making a conscious, deliberate decision about the nature and type of secondary educational experience they want for their children and must commit considerable financial resources to this end. Clearly, these institutions and the families they serve differ in a number of significant ways from public institutions and the families they serve.

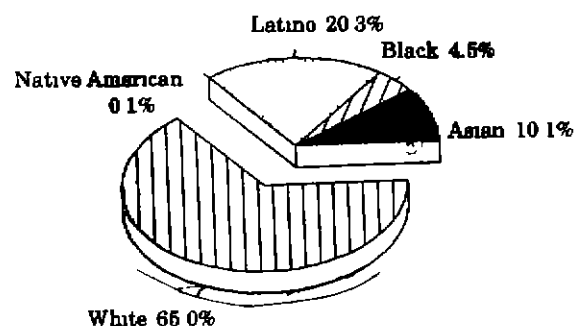
Demographic characteristics of the schools and their students

Over the years, California's private high schools have educated a fairly consistent number of the State's high school students, graduating about 24,000 students each year. In 1990, 23,915 students graduated from these schools. In an effort to assure that the set of private high school graduates included in the 1990 study were likely to have opportunities to participate in curriculum similar to their public school counterparts, the Commission limited the set of private high schools involved in the study to those with at least five graduates in 1989. This design identified 360 schools for the study, of which 253 responded to the Commission's request for transcripts -- approximately 70 percent. These schools provided 1,599 of the requested 1,883 graduates' transcripts -- an 85 percent response rate for transcripts.

Because of the extremely limited data available about all private high schools, it is difficult to make many judgments about how the responding schools differ from the non-responding schools. The non-responding schools were much smaller in size than those responding -- having an average graduating class of about 32 graduates compared to 77 graduates at the responding schools. But beyond that, no inferences can be drawn about how similar or dissimilar these schools may be. The remainder of the analyses presented in this section is based on the data supplied by the responding private high schools.

Most of the high schools responding to the Commission's request for transcripts also provided a description of the racial/ethnic composition of their 1990 graduating class. Display 22 summarizes these data. The representation of students of color among private high school graduates is somewhat

DISPLAY 22 *The Racial/Ethnic Composition of 1990 Private High School Graduates as Identified by Responding Private High Schools*



Source: California Postsecondary Education Commission

smaller than that in the public schools, while the representation of White students is about 10 percentage points larger. However, information on ethnicity was not available for 25 percent of all private high school graduates due to non-response or nonparticipation of the schools. The degree to which this quarter of the private high schools' graduating class is similar to or different from those reporting the racial/ethnic composition of their graduates cannot be determined.

For private schools, the study design included a sampling rate of one in twelve and yielded a total sample of 1,599 transcripts. The sizes of samples for student subgroups were quite small, which had the expected outcome of larger precision levels for these estimates. For this portion of the study, an estimate with a precision level larger than 50 percent was considered too unreliable to be included in this report. It is for this reason that no academic performance or eligibility data are reported for Black graduates of private high schools. It is extremely important that interpretation of the implications of these findings include consideration of these larger precision levels.

Academic characteristics

Private high schools have by no means been isolated from the drive for improvements in academic rigor and excellence spawned by State and national re-

form efforts. In some ways, these institutions can be more responsive to demands for change given their independent status. Because limited historical data are available, it is difficult to determine how much change has occurred in the academic performance of these graduates. Yet the data available for 1990 provides clear indications of the graduates' academic achievements as the following paragraphs demonstrate.

College preparatory course completion

The analysis of these graduates' academic records as part of this study provides information on the curricular choices these students made during high school. From the evaluation of their transcripts comes the following data on the proportions of graduates who attempt a complete University preparatory program of "a-f" courses.

<u>Student Group</u>	<u>Percent Attempting All "a-f" Courses</u>	<u>Sample Size</u>
All Graduates	63.5%	1,599
Men	62.0	743
Women	64.9	835
Asians	89.1	112
Blacks	*	*
Latinos	49.3	318
Whites	68.4	906

* The sample of Black graduates was too small to generate reliable estimates.

Source: California Postsecondary Education Commission.

A much larger proportion of private high school graduates attempt a complete college preparatory curriculum than do public high school graduates -- 63.5 percent compared to 32.9 percent. This level of participation undoubtedly reflects the emphasis of the schools as well as the intentions of the students and their parents.

While greater participation in "a-f" curriculum is true for graduates from all student subgroups, variations in participation among graduates from the major racial/ethnic groups exists in these schools as well. However, their intergroup differences are proportionally smaller. Thus, Latino graduates of private high schools are more similar in their course-taking behavior to the average private high school graduate than is true among public high school

graduates Similarly, Asian graduates of private high schools are more similar to the average private high school graduate than they are in public high schools

Advanced Placement examination participation

The Commission extrapolated information about changes in private high school graduates' participation in Advanced Placement examinations from data reported by The College Board for all twelfth graders completing AP exams by subtracting those exam takers who attended public high schools. As Display 23 below indicates, approximately 16 percent of private high school graduates in 1986 participated in AP examinations as twelfth graders. By 1990, their participation rate had grown to 23 percent -- an increase of 43 percent This is slightly below the 48 percent increase that occurred for public high school graduates.

Over the four years, Asian and Latino graduates increased their representation among twelfth grade AP examinees while White graduates' representation declined and Black representation remained relatively unchanged. Only Asian and White graduates of private high schools increased their

participation at a greater rate than their counterparts in the public schools.

College admission test participation and performance

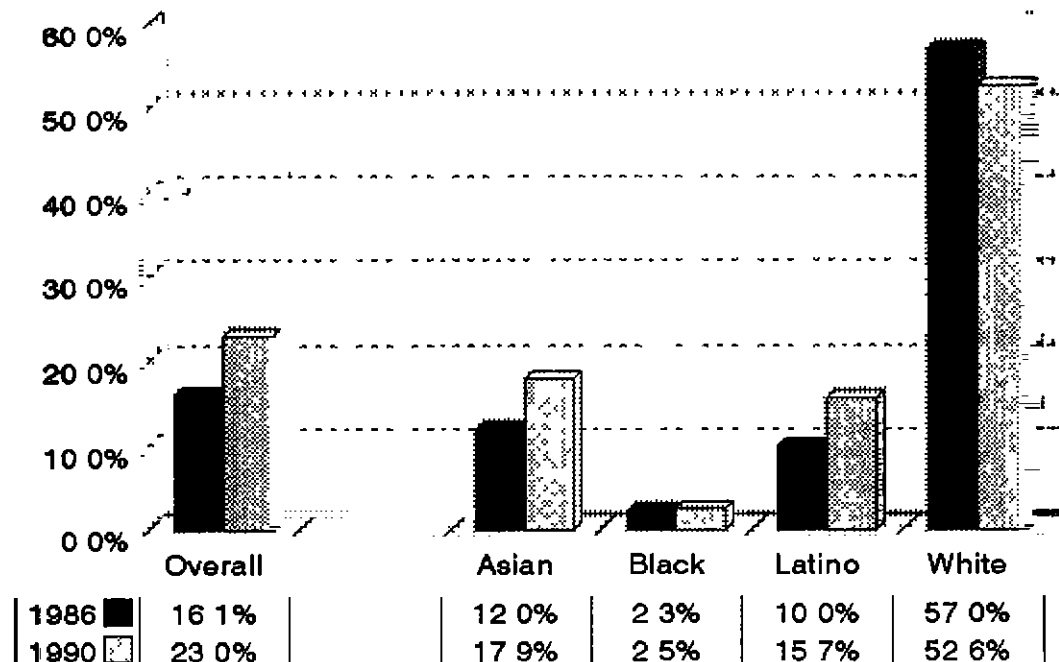
Information about the participation and performance of California's private high school graduates on standardized college admission examinations is not readily available. The proportions of the sample of graduates completing the Scholastic Aptitude Test and their average total scores are reported below

<u>Student Group</u>	<u>Percent Participating</u>	<u>Average Total Score</u>
All Graduates	82.8%	962
Men	82.8	980
Women	82.8	946
Asian	97.3	1,050
Black	*	*
Latino	66.8	855
White	84.4	1,004

*The sample of Black graduates was too small to generate reliable estimates.

Source California Postsecondary Education Commission.

DISPLAY 23 *Participation of Private High School Twelfth Graders in Advanced Placement Examinations, 1986 and 1990*



Source 1986 and 1990 Advanced Placement Program, The College Board.

A considerably larger proportion of these graduates participated in the SAT exam than did graduates of California's public schools -- 82.8 percent, compared to 42.1 percent. This greater level of participation was seen across all student subgroups as well. The average SAT score of 962 earned among private high school graduates was 59 points higher than the statewide average of 903. Differences in average scores among student subgroups was very similar to those of public school graduates, with men earning higher scores than women, and Asian and White graduates earning substantially higher scores than Latino graduates.

Grade-point averages

As noted earlier, no population data are available on private school graduates' scholastic achievement as measured by their grade-point averages, but the 1990 eligibility study computes the following grade-point averages for private high school graduates included in the study's sample:

<u>Student Group</u>	<u>Estimated GPA</u>	<u>Sample</u>
All Graduates	2.97	1599
Men	2.90	743
Women	3.04	835
Asians	3.28	112
Blacks	*	*
Latinos	2.68	318
Whites	3.05	906

* The sample size for Black graduates was too small to generate a reliable estimate.

Source: California Postsecondary Education Commission.

The mean grade-point average for private high school graduates was significantly greater than that of public high school graduates -- 2.97 compared to 2.68. The relative performance of different student subgroups within private schools was the same as among these groups in public schools, with women earning higher average grades than men, and Asians earning higher average grades than White graduates who, in turn, earned higher average grades than Latino graduates.

Estimated eligibility

In this section of the report, the Commission describes the major findings of the 1990 Eligibility Study for California's private high school graduates. It first presents the overall statewide rate for the California State University and describes the specific patterns of these graduates' academic performance as they relate to achieving eligibility for the State University. It then presents differential rates for men and women, and for three major racial/ethnic groups -- Asian, Latino, and White. The section goes on to examine the overall statewide estimated eligibility rate for the University of California and the specific patterns of graduates' academic performance as they relate to achieving eligibility for the University, and it concludes by describing the differential rates for men and women and for the three racial/ethnic groups.

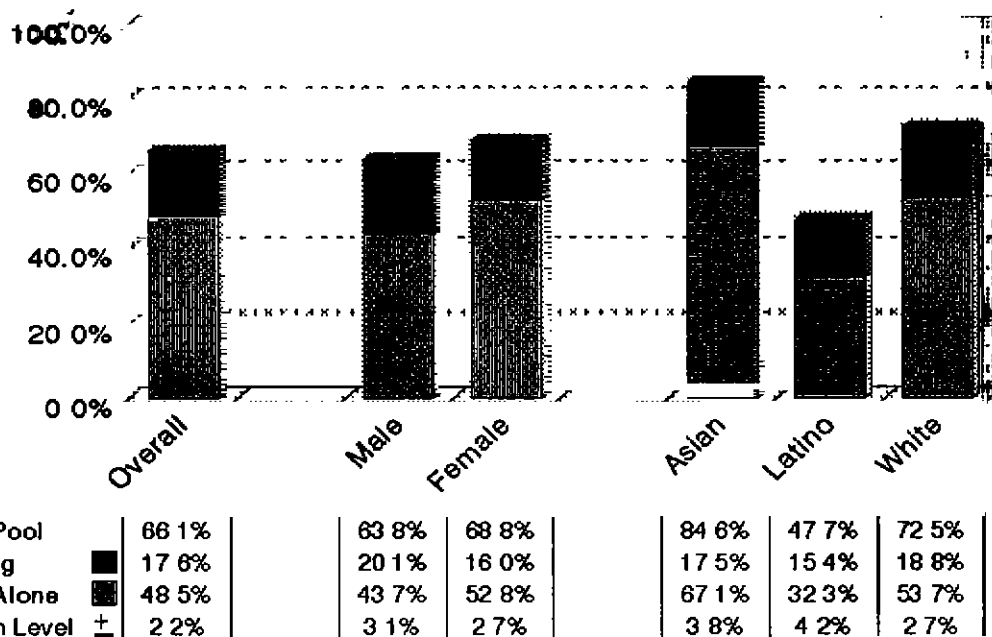
Estimated eligibility

for the California State University

Among this randomly selected sample of private high school graduates, 66.2 percent were eligible for freshman admission to the State University in Fall 1990. This estimate is based on 1,599 usable student academic records -- approximately a 7 percent sample of the private high school graduating class. The precision level of the estimate is ± 2.15 percent. This precision level generates a probable range of the estimate of between 64.05 and 68.35 percent. As Display 24, on page 23, shows 73 percent of these eligible graduates qualified on the basis of grades alone, in that they had earned a grade-point average of 3.0 or better and completed 12 of the 15 required courses.

Eligibility of men and women. Among men graduating from private schools, 63.8 percent were eligible for the State University compared to 68.8 percent of the women. This differential in eligibility rates between men and women is consistent with that found among public high school graduates. These estimates are based on 756 records of men and 843 records of women. The precision level of the estimate for men is ± 3.10 percent and that for women is ± 2.74 percent. Thus, the probable range of the estimate for men is between 60.70 and 66.90

DISPLAY 24 *Percent of California Private High School Graduates Eligible for Freshman Admission to the California State University by Category of Eligibility, Gender, and Racial/Ethnic Group, 1990*



Note: The sample of Black graduates was too small to generate reliable estimates.

Source: California Postsecondary Education Commission.

percent while that for women is between 66.06 and 71.54 percent.

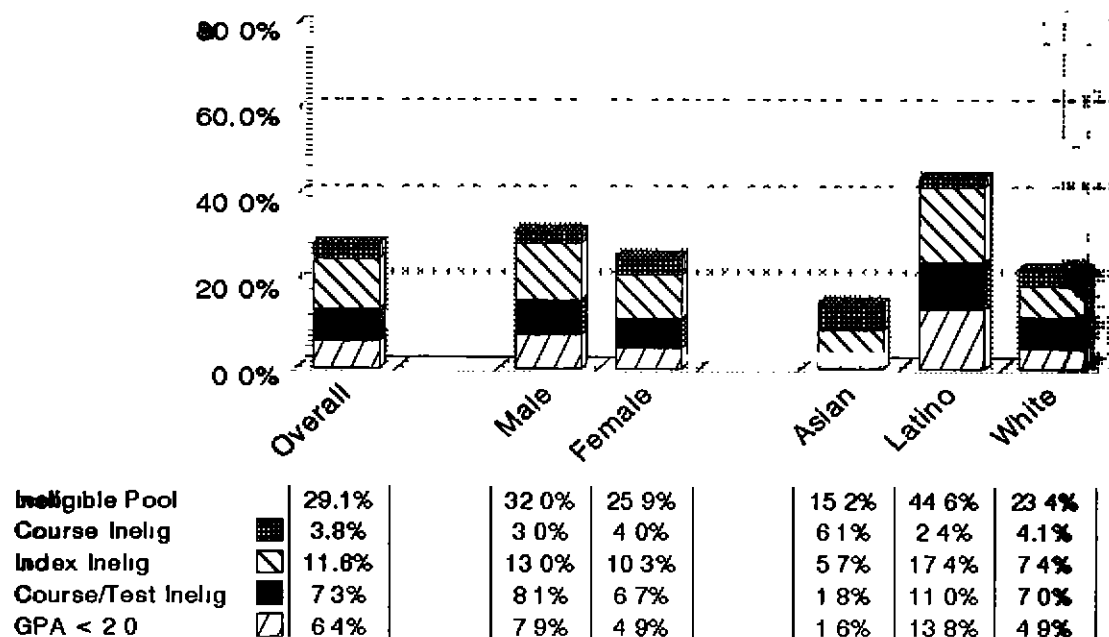
Eligibility of major racial/ethnic groups Differences exist in the estimated rates at which private high school graduates from the major racial/ethnic groups achieve eligibility for the State University. However, the differential among these rates is much smaller than that among public high school graduates. An estimated 84.6 percent of Asian graduates are eligible for the State University, while the estimated eligibility rate of Latino graduates is 47.7 percent. The estimated eligibility rate for White graduates is 72.5 percent.

Because of the small sample sizes for some of the racial/ethnic groups, precision levels for these estimates are larger than those for the public schools estimates. The probable ranges of these estimates are between 80.84 and 88.36 percent for Asian graduates, 43.49 and 51.91 percent for Latino

graduates, and 69.80 and 75.20 percent for White graduates.

Academic characteristics of ineligible graduates: The causes of ineligibility for the State University among these graduates, as shown in Display 25 on page 24, dramatically emphasizes the nature of the fundamental differences in the public and private schools' student populations and the program options these students chose during their high school years. The major source of ineligibility among private school graduates was failure to earn a sufficiently high enough SAT or ACT test score to qualify on the State University's Eligibility Index. A relatively small proportion of these graduates -- 7.3 percent -- were ineligible because they were missing the required courses and the required test scores. This was 24.4 percentage points less than the proportion of public school graduates in this category -- a fact that demonstrates, more emphatically than any other, the primacy of college preparation in the

DISPLAY 25 *Percent of California Private High School Graduates Ineligible for Freshman Admission to the California State University, by Category of Ineligibility, Gender, and Racial/Ethnic Group, 1990*



Note: The sample size for Black graduates was too small to generate a reliable estimate.

Source: California Postsecondary Education Commission.

high school experience of these private school graduates.

Estimated eligibility for the University of California

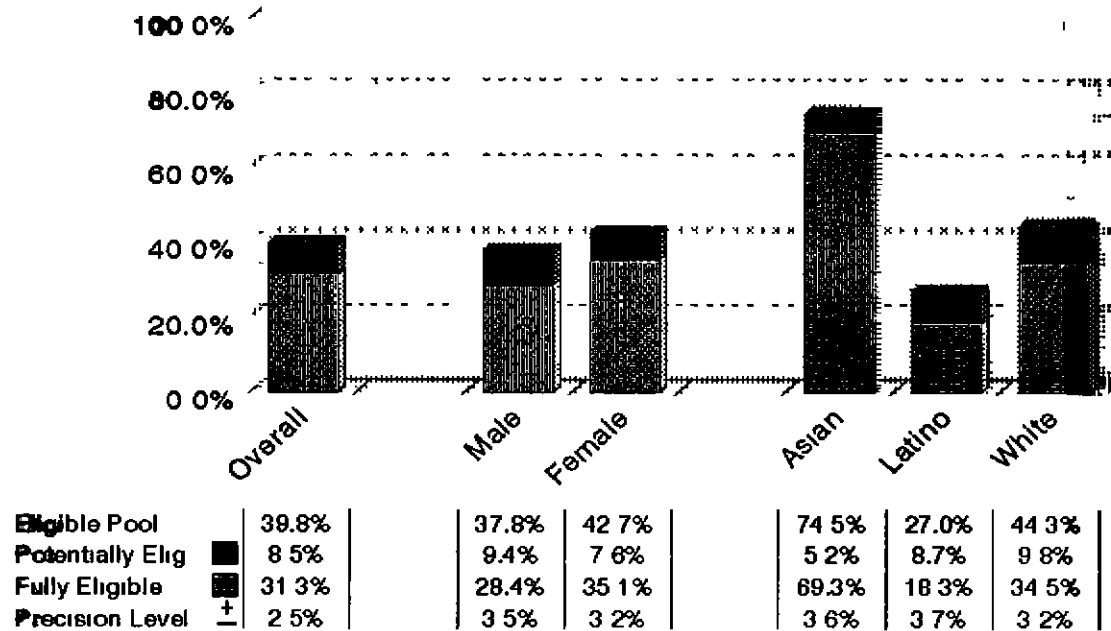
The estimated overall eligibility pool of 1989-90 private high school graduates for freshman admission to the University of California in Fall 1990 was 39.8 percent with 31.3 percent fully eligible, having met all admission criteria, and an additional 8.5 percent potentially eligible, having met the scholarship and subject requirements but missing one or more of the required tests, as Display 26, on page 25 illustrates. The University's estimate, like that of the State University's, is based on 1,599 usable student academic records but has a precision level of ± 2.48 percent that generates a probable range of the estimate of between 37.32 and 42.28 percent.

Eligibility of men and women: Women graduates of private high schools are more likely to be eligible for the University than are men -- 42.7 percent com-

pared to 37.8 percent. This relative advantage for women is even greater among the fully eligible graduates where 35.1 percent of women graduates are fully eligible compared to 28.4 percent of the men. The precision levels for the estimates for women and men are ± 3.16 percent and ± 3.48 percent, respectively. These precision levels generate probable ranges of these estimates of between 39.54 and 45.86 percent for women, and 34.32 and 41.28 percent for men.

Eligibility of major racial/ethnic groups: As noted above for the State University, although eligibility rates differ among private high school graduates from the major racial/ethnic groups, the differential is somewhat smaller than among public school graduates. An estimated 74.5 percent of Asian private school graduates were eligible for freshman admission to the University of California in Fall 1990, compared to 27.0 percent of Latino graduates and 44.3 percent of White graduates. The differential across these groups increases somewhat if only fully eligible graduates are considered. Among these graduates, 69.3 percent of Asian graduates

DISPLAY 26 *Percent of California Private High School Graduates Eligible for Freshman Admission to the University of California, by Category of Eligibility, Gender, and Racial/Ethnic Group, 1990*



Note The sample size for Black graduates was too small to generate a reliable estimate

Source California Postsecondary Education Commission

were fully eligible for admission, compared to 18.3 percent of Latino graduates and 34.5 percent of White graduates

The caution raised earlier regarding the precision levels for estimates of the major racial/ethnic groups is even more emphatic with regard to the University's eligibility estimates for these sets of graduates. The probable ranges of these estimates are as follows: between 70.92 and 78.08 percent for Asians, between 23.38 and 30.72 percent for Latinos, and between 41.10 and 47.50 percent for Whites

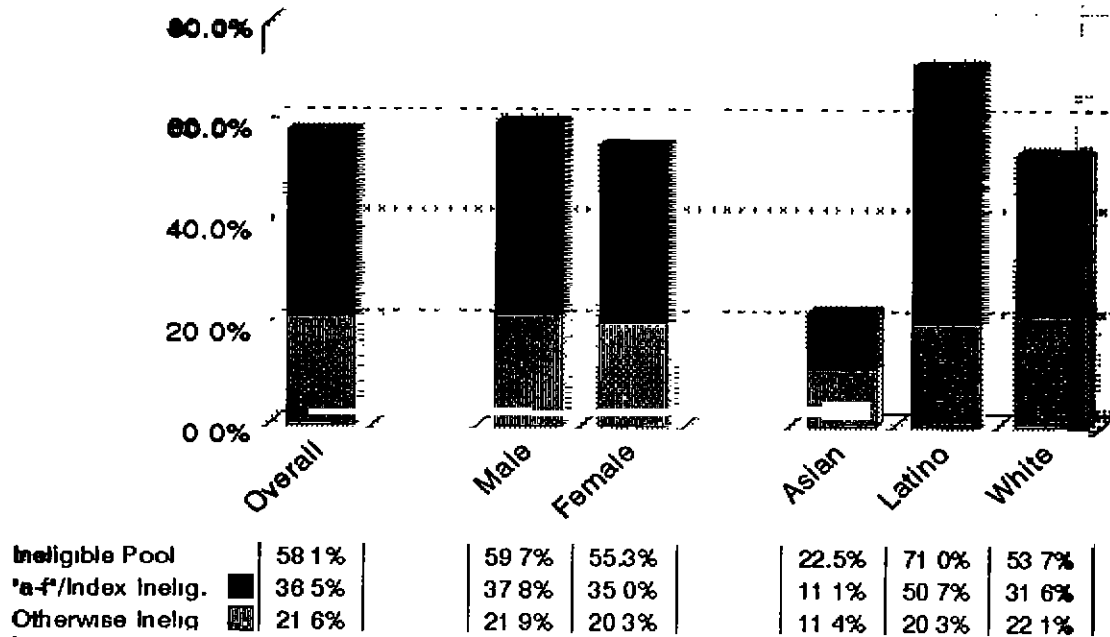
Academic characteristics of ineligible graduate The nature of graduates' ineligibility for the University, as shown in Display 27 on page 26, clearly illustrates the university-preparatory focus of these schools and their students. Only 21.6 percent of private school graduates had major course or grade deficiencies that make them ineligible for the University. Thus, nearly 80 percent of these graduates could be considered on track for the University.

This is nearly the inverse of the proportions reported among public high school graduates, where 71.6 percent had major course or grade deficiencies and only 28.4 percent were on track for University eligibility

Conclusion

Parents have a wide variety of reasons for bearing the costs of private secondary education for their children. Clearly, university preparation is a major objective for many of these parents and their children. In addition, private schools have much greater flexibility in defining their mission and function, limiting their efforts to specific activities and focusing their resources, while public schools must operate within extensive State and federal mandates that direct not only their academic curriculum, but also their health and physical education offerings and their counseling, social welfare, health screening, and other student services.

DISPLAY 27 *Percent of California Private High School Graduates Ineligible for Freshman Admission to the University of California by Category of Ineligibility, Gender, and Racial/Ethnic Group, 1990*



Note: The sample size for Black graduates was too small to generate a reliable estimate.

Source: California Postsecondary Education Commission.

Many characteristics of California's private schools and the backgrounds of their students that may have significant bearing on differences in relative student achievement cannot be evaluated because of lack of comparable data. Thus it is patently inap-

propriate to make direct comparisons between public and private schools' student achievement based on the study results in this part of the report and those in Parts Four and Five.

7

Implications of the Results of the 1990 Eligibility Study

THE RESULTS of the Commission's 1990 Eligibility Study provide a detailed picture of the academic behaviors of 1990 graduates during their high school years. As the comparison of the results of the last three eligibility studies shows, a larger proportion of the State's public high school graduates are choosing academic behaviors that result in their achieving eligibility for freshman admission at the State's public universities. A larger proportion of graduates are completing a full curriculum of college preparatory courses, participating in college entrance examinations, and earning higher grades. The expansion of the size of the eligibility pools for the California State University and the University of California is clearly a reflection of changes in students' behaviors during high school and may be a reflection of students' interest in enrolling at a university.

In the coming decade, this expansion in the proportion of graduates eligible for the State's public universities will be coupled with rapid increases in the numbers of graduates, which likely will expand the numbers of those interested in public baccalaureate-level education. However, the recessionary condition of the State's current economy has made it increasingly difficult for California to provide resources necessary to meet the existing level of demand for public postsecondary education. Serious reconsideration of the policies and practices that have guided eligibility, admissions, and enrollment will be necessary. The Commission outlines these challenges in the final section of this chapter, following its analysis of three issues useful for understanding the context in which these challenges occur: (1) eligibility rates in the context of the Master Plan; (2) enrollment behaviors of eligible graduates; and (3) changes in the racial/ethnic composition of the eligibility pool.

Eligibility rates in the context of the Master Plan

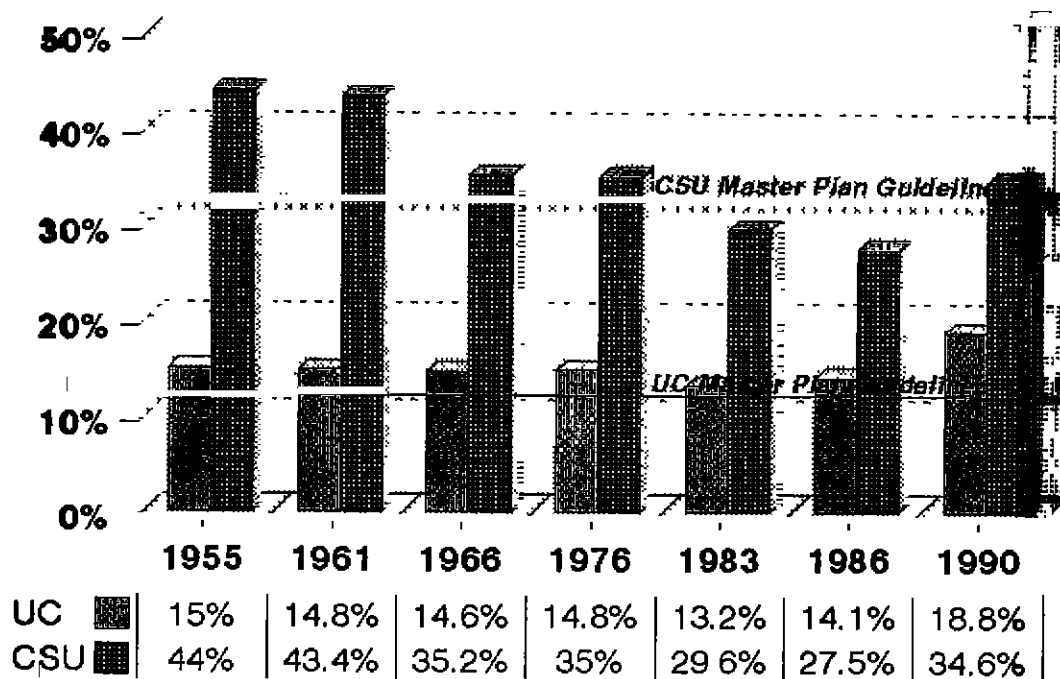
The 1990 Eligibility Study is the seventh such effort completed since the 1955 analysis of admission criteria and their relative impact on the eligibility of public high school graduates for the California State University and the University of California. While segmental eligibility criteria and sampling procedures varied somewhat among these studies, the last four studies -- in 1976, 1983, 1986, and 1990 -- have been very similar in design and methods used for computing statewide average rates. In addition, the 1990 study sought to replicate as closely as possible the 1986 and 1983 studies to provide some useful comparisons over time. Display 28, on page 28, summarizes the results of the seven studies in comparison with the Master Plan guidelines.

The California State University's eligibility rates

The eligibility rates for the California State University exceeded its Master Plan guideline of 33½ percent until the 1983 study, when the rate fell to 29.6 percent -- 3.7 percentage points below the guideline. The State University implemented adjustments to its Eligibility Index in 1985 to bring its pool up to the guideline. However, with the advent of specific course requirements for admission to the State University in 1984, the rate in 1986 of 27.5 percent was again below the guideline. Once again, the State University adjusted its Eligibility Index and anticipated a shift in graduates' course-taking patterns that would bring its rate closer to the Master Plan guideline.

The State University's 1990 eligibility rate of 34.6 percent is slightly above its guideline. The course requirements for the State University in 1990 were 12 of the 15 courses from the comprehensive pattern. In Fall 1992, the course requirements will ex-

DISPLAY 28 *Estimated Eligibility Rates for the University and State University, 1955-1990*



Source: California Postsecondary Education Commission

pand to the full 15 courses, and this change may be expected to reduce the State University's eligibility rate somewhat. Thus, it is unlikely that the State University will need to make further adjustments at this time to ensure that the impact of its eligibility criteria is consistent with its Master Plan guideline.

The University of California's eligibility rate

The eligibility rate of public high school graduates for freshman admission to the University of California has consistently exceeded the University's Master Plan guideline of 12.5 percent. In 1976, the University's estimated eligibility rate was 14.8 percent. The 1983 eligibility study, which set the historical definition of the University's eligibility pool to include both "fully" and "potentially" eligible graduates, yielded an estimated rate of 13.2 percent. The University's rate rose in 1986 to 14.1 percent and then to 18.8 percent in 1990. Because this historical rate is significantly greater than its Master Plan guideline, the University needs to adjust its defini-

tion of eligibility in order to comply with its Master Plan guideline. With the substantial increases in the proportions of public high school graduates completing all of the criteria necessary to be fully eligible for the University between 1986 and 1990, the eligibility pool for the University might at this point be more appropriately limited to the "fully" eligible public high school graduates that comprised 12.3 percent of the 1990 graduating class.

Enrollment behaviors of eligible graduates

Eligibility for freshman admission to the State University and the University represents an opportunity to enroll at baccalaureate-level public education in California. Display 28 presents the proportion of public high school graduates who took advantage of this opportunity by applying, being admitted, and enrolling at California's public universities in comparison to those eligible to do so. This analysis compares the estimated proportion of eligible public high school graduates with the actual proportion of

DISPLAY 29 *Percentage of California Public High School Graduates Eligible for Admission Who Enrolled as Regularly Admitted Freshman in California's Public Universities, Fall 1990, Fall 1986, and Fall 1983*

	Eligibles as a Percent of Graduates			Enrolled as a Percent of Graduates			Enrolled as a Percent of Eligibles		
	1983	1986	1990	1983	1986	1990	Fall 1983	Fall 1986	Fall 1990
The California State University									
Overall	29.6%	27.5%	34.6%	6.9%	7.6%	8.7%	23.6%	27.6%	25.0%
Men	26.4	24.8	32.4	6.2	6.9	7.8	23.6	27.8	24.1
Women	32.7	30.8	37.6	7.5	8.3	9.6	22.9	26.9	25.5
Asian	49.0	50.0	61.5	13.4	13.9	16.2	27.3	27.8	26.3
Black	10.1	10.8	18.6	2.4	2.5	5.4	23.8	23.1	28.8
Latino	15.3	13.3	17.3	2.9	3.3	5.4	19.0	24.8	31.4
White	33.5	31.6	38.2	7.2	8.2	7.7	21.5	25.9	20.1
University of California									
Overall	13.2	14.1	18.8	5.3	6.3	6.4	40.2	44.6	33.8
Men	12.6	13.3	17.2	5.2	6.7	6.1	41.3	50.4	35.5
Women	14.2	15.1	20.8	5.5	6.0	6.6	38.7	40.0	31.7
Asian	26.0	32.8	40.4	15.6	16.2	16.3	60.0	49.4	40.3
Black	3.6	4.5	7.5	1.6	2.4	3.1	44.4	53.3	41.1
Latino	4.9	5.0	6.8	1.6	2.5	3.3	32.7	50.0	48.8
White	15.5	15.8	20.5	5.5	6.2	5.3	35.5	39.2	25.6

Note: Sources of numbers of graduates varied over the three studies.

Source: California Postsecondary Education Commission.

public high school graduates who enrolled through regular admissions. As an estimate, the proportions of eligible graduates are not precise, as noted by their precision levels. Thus, the calculation of the proportion of eligible graduates who enrolled through regular admission is also an estimate and should be interpreted with care.

The California State University

Overall, the increase in the percentage of public high school graduates who are eligible for admission to the California State University yielded a slightly smaller percentage of these graduates who enrolled through regular admission. While the change in the enrollment behavior of Asian graduates was very similar to this overall pattern, the behaviors of Black, Latino, and White graduates was

very different. The proportions of Black and Latino graduates enrolling through regular admission in 1990 -- 5.4 percent and 5.4 percent respectively -- were substantially greater than their enrollment rates in 1986 of 2.5 percent and 3.3 percent -- and much larger than expected given the changes in their eligibility rates. On the other hand, the proportion of White graduates enrolling at the State University through regular admission actually declined from 8.2 percent in 1986 to 7.7 percent in 1990 despite an increase in their eligibility rate. However, the percentage of White graduates enrolling at the State University in 1990 through regular admissions was greater than that in 1983 when only 7.2 percent of White graduates enrolled through regular admissions.

In Fall 1990, the proportion of eligible public high school graduates who chose to enroll as regularly

admitted first-time freshman at the State University was 25.0 percent -- 2.6 percentage points less than the 27.6 percent of eligible 1986 graduates who enrolled in Fall 1986, despite the fact that the eligibility rate increased from 27.5 percent to 34.6 percent -- an increase of 7.1 percentage points. Increases in the proportions of eligible Black and Latino graduates who enrolled at the State University through regular admissions occurred between Fall 1986 and Fall 1990. The proportion of eligible Black graduates who enrolled as first-time freshmen increased from 23.1 percent in Fall 1986 to 28.8 percent in Fall 1990 while the proportion of eligible Latino graduates who enrolled grew from 24.8 percent to 31.4 percent. Whereas eligible Black and Latino graduates in 1986 were less likely than average to enroll through regular admission, in 1990 they were more likely than average to enroll through regular admission. The proportion of eligible Asian graduates who enrolled at the State University was relatively unchanged, being 27.8 percent in Fall 1986 and 26.3 percent in Fall 1990. However, the proportion of eligible White graduates who enrolled dropped from 25.9 percent in 1986 to 20.1 percent in 1990. The 1990 enrollment rate of eligible White graduates is very similar to the 1983 rate for these graduates of 21.5 percent.

The University of California

The pattern of changes in the enrollment behavior of graduates historically eligible for the University of California was somewhat different than the one described above. The proportions of eligible public high school graduates who were regularly admitted and actually enrolled at the University in Fall 1986 and Fall 1990 were nearly identical -- 6.3 percent and 6.4 percent, respectively. However, because the combined proportion of fully and potentially eligible graduates increased from 14.1 percent to 18.8 percent, the proportion of eligible graduates who enrolled dropped from 44.6 percent to 33.8 percent. This drop of almost 10 percentage points is entirely attributable to the growth in the proportion of graduates in the University's historical eligibility pool.

The increases in the eligibility rates of all student subgroups had similar impacts on the percentages of these graduates who enrolled through regular admission at the University.

- Similar to the overall pattern, the proportion of Asian graduates enrolling through regular admission was virtually unchanged between 1986 and 1990 -- 16.2 percent and 16.3 percent, respectively. Thus, because the proportion of these graduates who are eligible increased, their enrollment rate declined 9.1 percentage points from 49.4 percent to 40.3 percent.
- The enrollment rate of eligible Black graduates also declined by 12.2 percentage points from 53.3 percent in 1986 to 41.1 percent in 1990. The increase in the percentage of Black graduates enrolled through regular admission from 2.4 percent to 3.1 percent was relatively smaller than expected given the increase in these graduates' eligibility rate.
- The enrollment rates of eligible Latino graduates decreased by only 1.2 percentage points from 50.0 percent in 1986 to 48.8 percent in 1990 -- substantially less than the decrease in the overall rate. Thus, in spite of a smaller than average increase in their eligibility rate, the proportion of Latino graduates enrolling through regular admission increased at an above average rate, growing from 2.5 percent of Latino graduates to 3.3 percent.
- Despite the increase in the proportion of White graduates eligible for the University, the proportion of these graduates enrolling through regular admission dropped from 6.2 percent in 1986 to 5.3 percent in 1990. However, this rate is very similar to the 1983 rate of 5.5 percent. Because of the increase in their eligibility rate, the 1990 enrollment rate of eligible White graduates at the University of 25.6 percent is 10 percentage points below their 1983 rate of 35.5 percent and 13.6 percentage points below their 1986 rate of 39.2 percent.

Asian, Black, and Latino graduates continue to be more likely to actually enroll at the University when eligible to do so than are White graduates. However, only the relative enrollment rate of eligible Latino graduates maintained its level in face of the major decline in the overall enrollment rate of eligible graduates at the University.

Because the University has indicated that in recent years its regularly admitted freshmen are drawn exclusively from the "fully" eligible pool, an examination of the enrollment behaviors of the "fully" eli-

gible graduates is appropriate. Display 30, below, compares the proportion of fully eligible graduates in 1990 to the proportion of graduates who enrolled through regular admission. The intergroup patterns are very similar to the historical comparison described above. Men are more likely than women to actually enroll when eligible to do so. Black and Latino eligible graduates are more likely to actually enroll than Asian and White eligible graduates.

DISPLAY 30 *Estimated Percentages of California Public High School Graduates "Fully" Eligible for Admission Who Enrolled as Regularly Admitted Freshmen at the University of California, Fall 1990*

	<u>"Fully" Eligible as a Percent of Graduates</u>	<u>Regularly Enrolled as a Percent of Graduates</u>	<u>Enrolled as a Percent of Fully Eligibles</u>
Overall	12.3%	6.4%	52.0%
Men	11.6	6.1	52.6
Women	13.3	6.6	49.6
Asian	32.2	16.3	50.6
Black	5.1	3.1	60.8
Latino	3.9	3.3	84.6
White	12.7	5.3	41.7

Source: California Postsecondary Education Commission

Changes in the racial/ethnic composition of the eligible pool

Changes in the proportion of graduates from the major racial/ethnic groups who achieve eligibility for the State University and the University generate changes in the population of graduates from which the State's public universities draw their regularly admitted first-time freshmen. This in turn generates substantial implications for meeting the State's objectives for equity. To illustrate these related changes, Display 31 on page 32 compares the racial/ethnic composition of the State's 1990 public high school graduating class, the eligibility pool of these graduates for the State University and the University, and the Fall 1990 first-time freshmen enrolling through regular admission at the California State University and the University of California.

By applying the estimated eligibility rates to the actual numbers of public high school graduates overall and for each major racial/ethnic group, an estimated number of eligible graduates by ethnicity can be derived. These estimates provide the basis for determining the racial/ethnic composition of the pools of 1990 public high school graduates eligible for the State University and the University. Not surprisingly, given the larger than average eligibility rates of Asian and White graduates and the lower than average eligibility of Black and Latino graduates, the representation of Asian and White graduates in the eligibility pools is larger than their representation in the graduating class, while the representation of Black and Latino graduates in the eligibility pools is smaller than their representation in the graduating class.

Focusing now on the composition of the Fall 1990 regularly admitted freshman classes at the State University and the University, a somewhat different pattern emerges. Based on differences in students' propensity to apply, be admitted, and actually enroll, the compositions of these freshman classes were more similar to that of the high school graduating class than were the eligibility pools. However, Black and Latino graduates continue to be underrepresented among those enrolling in public baccalaureate-level education through regular admissions directly after high school.

The eligibility dilemma

The 1960 Master Plan recommended the current eligibility guidelines for the State University and the University to define the pools of recent high school graduates from which each segment should draw its first-time freshmen. Each segment has established freshman admission criteria as a means of delineating these pools of graduates. Historically, both segments have maintained a commitment to providing a placement for all eligible California graduates who choose to apply and enroll. However, a number of factors conspire today to prevent the segments from maintaining this commitment.

Economic stagnation and budgetary inflexibility

The recent economic depression in conjunction with legislation enacted over the last 15 years that have

DISPLAY 31 *Comparison of the Public High School Graduating Class, the Eligibility Pools, and Regularly Admitted Freshmen from Public School for the California State University and the University of California, Fall 1990*

	Public High School Graduates		The California State University				University of California				Regularly Admitted Freshmen ²	
	N	%	Estimated Eligible Pool		Regularly Admitted Freshmen ¹		Estimated Historical Eligible Pool		Estimated Fully Eligible Pool		N	%
All	236,291	100.0	81,756	100.0	18,493	100.0	44,422	100.0	29,064	100.0	13,848	100.0
Asian	24,801	10.5	15,253	18.7	4,012	21.7	10,020	22.6	7,986	27.5	4,000	28.9
Black	17,460	7.4	3,248	4.0	936	5.1	1,310	2.9	890	3.1	538	3.9
Latino	55,152	23.3	9,541	11.7	3,000	16.2	3,750	8.4	2,151	7.4	1,799	13.0
White	128,927	54.6	49,250	60.2	9,905	53.5	26,430	59.5	16,373	56.3	6,777	48.9
Other	9,951	4.2	4,464	5.4	640	3.5	2,912	6.6	1,664	5.7	734	5.3

1 Excludes 1,985 freshmen whose ethnicity was unknown or other than those listed

2 Excludes 1,175 freshman whose ethnicity was unknown or other than those listed.

3 Includes Filipinos, Native Americans and Pacific Islanders

Source: California Postsecondary Education Commission

constrained the State's flexibility to tax and disburse revenues have also constrained State support of its public baccalaureate institutions, thereby inhibiting their ability to meet their current commitments. While some economic indicators suggest the economy may be beginning to recover, recent voter behavior leaves little hope that they are willing to increase their tax burden to support growth in higher education. Nor is it likely that voters in their current state of disenchantment with the political system will provide the State with greater flexibility in meeting its public services costs.

Burgeoning college-age population

Once again the State is poised on the verge of a surge in its college-age population. By 1999, the children of the baby-boom generation plus those of new immigrants to the State will comprise the largest high school class to ever graduate from California schools -- some 380,000 graduates. Existing and planned reductions to the schools' dropout rate are also likely to contribute to growth in the numbers of high school graduates. Even if there had been no change in the proportions of graduates completing an university-preparatory curriculum, the sheer increase in numbers of graduates will create tremendous demand pressure on public higher education.

But graduates' high school academic behaviors have changed as documented by this report. Thus, a larger percentage of an increasing high school graduate population will be sufficiently academically prepared to make them eligible for university enrollment.

Eligibility criteria -- qualification or gatekeeper

With the instigation of the comprehensive pattern of 15 courses now required for admission to the State University, the definition of the high school academic preparation deemed necessary for public university admission in California became remarkably uniform. Through a combination of student efforts and school pressures, an increasing proportion of the State's graduates have enrolled in a full college preparatory program and completed it at the achievement level sufficient to be eligible for the State University and the University. This phenomenon has already pushed the University's historical eligibility rate far above its Master Plan guideline. If the trend continues, as preliminary 1991 data suggest it will, the eligibility pool for the State University may exceed its guideline in the future. Just as the proportions of eligible graduates from racial and ethnic groups historically underrepresented in postsecondary education begin to increase signifi-

cantly, the State's public universities may need to raise those requirements in order to stay in compliance with the Master Plan guidelines, thus seriously threatening the State's ability to meet its equity goals.

When the State University incorporated course requirements in its admission requirements beginning in 1984 and expanded them in 1988, it did so, in part, to increase the likelihood that regularly admitted students would be adequately prepared to succeed in postsecondary education. As documented in this report, the State University's course requirements, coupled with the University's "a-f" course requirements and other school reform efforts, have had the desired effect of improved academic preparation of high school graduates, as delineated by these eligibility criteria -- achieving one of the explicit objectives of the reform efforts of the 1980s.

Ironically, at the very time that larger numbers of students from groups historically underrepresented in higher education have fully prepared themselves to pursue a university education, the State's public universities are being compelled to consider modifying their eligibility criteria so as to limit access rather than provide a place for them

The Master Plan guidelines embattled

The difficulties experienced by the State's public universities in recent years to maintain their historical commitment to the Master Plan guidelines are likely to increase over the coming decade. This problem will necessitate a thorough and comprehensive reconsideration of these 1960 guidelines in light of 1990 realities. The major questions that must be examined include:

- Must California's public universities abandon their commitment to eligibility as entitlement and select only some of the eligible graduates

seeking postsecondary education within their institutions?

- What is the fundamental purpose of eligibility criteria -- to identify that pool of graduates most likely to benefit from University- and State University-level education or to apportion graduates interested in baccalaureate-level education among the segments?
- If State resources cannot be expected to expand to accommodate expected increases in the numbers of eligible graduates seeking postsecondary education, what new, modified, or supplemental means can be developed to apportion available opportunities among these students?
- How can the State more effectively utilize its private postsecondary sector, its community colleges, and its financial aid enterprise to maximize postsecondary opportunities for its young people?
- Must the State modify the Master Plan guidelines and other educational policies so that the number of eligible graduates likely to seek a public baccalaureate education directly after high school is more consonant with the State's ability to provide resources to fund that level of postsecondary enrollments?
- What kinds of alternative eligibility criteria can be used that would be equitable across all student subgroups and yield opportunities to those most likely to benefit both themselves and the State?

These are but some of the fundamental issues related to eligibility and educational opportunity that the State and the segments must grapple with, and quickly, to avoid an ad hoc reaction to these pressures of demand and availability -- the results of which would likely be random and potentially inequitable

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of April 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
Guillermo Rodriguez, Jr., San Francisco, *Vice Chair*
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach
Jeffrey I. Marston, San Diego
Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University,
Kuhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
Frank R. Martinez, San Luis Obispo, appointed by the Council for Private Postsecondary and Vocational Education.

The two student representatives are:

Stephen Leshner, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.

Eligibility of California's 1990 High School Graduates for Admission to the State's Public Universities

California Postsecondary Education Commission Report 92-14

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985

Recent reports of the Commission include:

91-15 Approval of Las Positas College in Livermore. A Report to the Governor and Legislature on the Development of Las Positas College -- Formerly the Livermore Education Center of Chabot College (September 1991)

91-16 Update on Long-Range Planning Activities: Report of the Executive Director, September 16, 1991 (September 1991)

91-17 The Role, Structure, and Operation of the Commission. A Preliminary Response to Senate Bill 2374 (October 1991)

91-18 1991-92 Plan of Work for the California Postsecondary Education Commission: Major Studies and Other Commission Activities (October 1991)

91-19 Reauthorization of the Higher Education Act of 1965 as Amended: A Report to California's Congressional Delegation Summarizing Consensus in California's Higher Education Community Regarding Proposed Revisions of the Act (December 1991)

91-20 Student Fees, Access, and Quality: Prospects and Issues for the 1992-93 Budget Process (December 1991)

91-21 Legislative and State Budget Priorities of the Commission, 1992: A Report of the California Postsecondary Education Commission (December 1991)

91-22 Proposed Construction of the Western Nevada County Center, Sierra Joint Community College District. A Report to the Governor and Legislature in Response to a Request for Capital Funds for a Permanent Off-Campus Center in the Grass Valley/Nevada City Area (December 1991)

92-1 Final Report on the Effectiveness of Intersegmental Student Preparation Programs. The Third Report to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act (January 1992)

92-2 Assessing Campus Climate: Feasibility of Developing an Educational Equity Assessment System (January 1992)

92-3 California's Joint Doctoral Programs. A Report on Doctoral Programs Offered by Campuses of

the California State University with Campuses of the University of California and the Claremont Graduate School (January 1992)

92-4 Prospects for Long-Range Capital Planning in California Public Higher Education. A Preliminary Review. A Staff Report to the California Postsecondary Education Commission (January 1992)

92-5 Current Methods and Future Prospects for Funding California Public Higher Education. The First in a Series of Reports on Funding California's Colleges and Universities into the Twenty-First Century (March 1992)

92-6 Commission Comments on the Systems' Preliminary Funding Gap Reports: A Report to the Legislature and the Governor in Response to Supplemental Report Language of the 1991 Budget Act (March 1992)

92-7 Analyses of Options and Alternatives for California Higher Education: Comments by the Staff of the California Postsecondary Education Commission on Current Proposals for Change in California's Public Colleges and Universities (March 1992)

92-8 Faculty Salaries in California's Public Universities, 1992-93. A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No 51 (1965) (March 1992)

92-9 Fiscal Profiles, 1992: The Second in a Series of Handbooks about the Financing of California Postsecondary Education (March 1992)

92-10 Student Profiles, 1991: The Second in a Series of Annual Factbooks About Student Participation in California Higher Education (March 1992)

92-11 Meeting the Educational Needs of the New Californians: A Report to Governor Wilson and the California Legislature in Response to Assembly Concurrent Resolution 128 (1990) (March 1992)

92-12 Analysis of the 1992-93 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1992)

92-13 Postsecondary Enrollment Opportunities for High School Students: A Report to the Legislature and the Governor in Response to Chapter 554, Statutes of 1990 (June 1992)

92-14 Eligibility of California's 1990 High School Graduates for Admission to the State's Public Universities. A Report of the 1990 High School Eligibility Study (June 1992)